DOCUMENT RESUME

ED 162 155 CE 018 643

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TITLE	Project DECIDE. Business Enterprise Approach to Career Exploration. Implementation Handbook.
INSTITUTION	Institute for Career Research, Hanover, Mass.
SPONS AGENCY	Dependents Schools (DOD), Washington, D.C.
PUB DATE	78
CONTRACT	DAJA02-78-M-2605
NOTE	215p.; Not available in hard copy due to reproducibility problems
EDRS PRICE	MF-$0.83 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Basic Skills; *Business Education; *Career Education; *Career Exploration; Career Planning; Educational Objectives; Food Service Occupations; Horticulture; Hygiene; Industrial Arts; Junior High Schools; Learning Activities; Management Games; Occupational Home Economics; *Program Design; *Program Development; Program Guides; Program Planning; *Simulated Environment; Skill Centers; Special Education; Teaching Methods
IDENTIFIERS	*Project DECIDE

ABSTRACT

The purpose of this document is to describe project DECIDE, a business enterprise career exploration program, in the form of an implementation handbook. Chapter 1 presents the major characteristics of the model, which focuses on providing special needs students and regular junior high students the opportunity to improve their personal, social, and academic skills. Also presented are five charts which highlight the major approaches of the model and describe the program elements pertaining to (1) the manager (teacher); (2) the employee (student); (3) the physical plant (classroom organization); (4) DECIDE technology (educational technology); and (5) the production schedule (curriculum). Narrative descriptions of each of these five areas follow the charts. Chapter 2 provides specific information on how to plan, develop, and maintain a program similar to DECIDE. The information is presented in three sections: planning and start-up; program development; and program maintenance. Chapter 3 presents a set of charts which identify organizational structures, work environments, and learning characteristics of the model. Included with each chart is a list of checkpoints or outcomes to look for as the program develops. Finally, chapter 4 briefly discusses the following seven major components of the model: business management production components; food service; household skills; industrial processes (wood and graphic arts); horticulture and supplemental components; personal appearance; training center. The career education objectives, strategies, and related materials for each component are included. (EM)

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PROJECT DECIDE

BUSINESS ENTERPRISE APPROACH TO CAREER EXPLORATION

IMPLEMENTATION HANDBOOK

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1978

CE 018 643
ED 162 155

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ACKNOWLEDGEMENTS

For a project like DECIDE to be successful, it requires the inputs of many creative, hard working, and dedicated professionals. Initially, the idea of a Business Enterprise Model was conceived by Dr. Mahlon Porter, Pupil Personnel Services Coordinator for District II, DODDSEUR. With the help and persistance of Mr. Dan Basarich, Darmstadt Career Center Coordinator, and Mr. John Gleason, Coordinator of Special Education, DODDSEUR, the idea became a pilot project. Mr. Frank Farinella joined this team as the Project Director, and is credited with the leadership that made DECIDE a viable program. Mrs. Virginia Boyle, District Learning Development teacher-consultant, provided valuable input to the DECIDE staff and to personnel from the feeder schools.

Clearly the team that made the project work is the staff of DECIDE. They are:

Professional Staff

Love McLaughlin - Human Ecology
Charles Vitello - Industrial Processes
David Simpkins - Business Management
Jerry Hood - Horticulture/Agriculture

Teacher Assistants

Toby Spear - Training Center
Janet Gerard - Graphic Arts
Yvonne Bowers - Household Skills
Susan Douglas - Business
Linda Barton - Food Service
Deborah Scott - Personal Appearance

This publication is dedicated to the above persons in the hope that it will assist in the adoption of this project in other schools around the world.

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FOREWORD

The DECIDE program serves students with normal abilities and students who have special learning problems. Originally, the project was conceptualized as a system designed to serve career exploration and personal development needs for students with learning problems. By the time of implementation in September of 1976, the concept evolved as an innovative career exploration program, serving the needs of all junior high students. The major goals for all students of the program (see detailed discussion of program goals, objectives, and strategies in Chapter IV) are as follows:

1. Demonstrate skills generally useful in the world of work.
2. Practice effective work habits.
3. Make career decisions.
4. Demonstrate improved career capabilities.
5. Implement career plans.
6. Demonstrate positive attitudes and values toward work.

In addition to the career development goals for all students, there are specific academic skill development goals for the special needs students. These are discussed in detail in Chapter IV. These include the practical application of academic skills, as well as the acquisition of new skills, while participating in the career exploration program.

The project focuses on providing special needs students and regular junior high students the opportunities to improve their personal and social skills as well as their academic skills. All the objectives in the program are accomplished in a uniquely designed and operated learning environment. This environment represents the community and work environment of the adult world with very little simulation. The changes in attitudes of the students, teachers, teacher assistants, and administrative staff involved in this exciting program are clearly evident (and demonstrable) to all who have had the opportunity to observe the processes and products of DECIDE. The purpose of this handbook is to share the experiences of the staff and students of DECIDE with interested professionals. It is designed as a guide for those who wish to develop similar programs in their own schools.

Chapter I
The Concept

I. Introduction

Forty employees line up in front of the personnel office. They are waiting to "sign in." There is a low murmur of many conversations from clusters of employees. Mary, in particular, seems quite excited. Her face is slightly flushed. She knows that she has been chosen "employee of the week" in her department and she has spent several extra minutes that morning having her hair fixed in preparation for having her photograph taken. It will be posted on the production lab bulletin board for the week. One of the managers from the accounting section is quietly discussing with an accountant,a suggestion for changing the record keeping system. In one of the manufacturing departments, Harry (recently tranferred to the inplant printing department) is discussing with the manufacturing supervisor, a special order for a "flyer" advertising the newest product. At the other end of the plant, Susan checks with the Training Manager about her appointment for extra practice for her new assignment. Two company employees check the company's latest stock quotation. There are indications that it may go up in value today or tomorrow so they decide not to sell.

This little scenerie describes a typical morning scene in a small business. Right? Wrong! It describes a typical morning at DECIDE. The "managers" are teachers and teacher assistants. The "employees" are junior high students. The "plant" is the DECIDE learning facility. The "stock" and the "cash flow" are real. The "material" products and the "production" goals are real. The educational goals are real but are not readily observable (Educational goals are not mechanically implemented.) They are evident through the appropriateness and businesslike nature of each student's behavior as he/she carries out the functions of the business enterprise system.

How does DECIDE differ from other models?

What are the underlying concepts, approaches, and philosophical viewpoints, which make the DECIDE program different from other educational programs? The answers to these questions are the subject of this section. The purpose of this chapter is to describe, briefly, the philosophy of the program and to contrast it with the more common approaches to career exploration and to educational programming in general. The charts on the following pages highlight some of the major approaches of the DECIDE model for educational programming. The charts are divided by characteristics of: (1) the manager; (2) the employee: (3) the physical plant: (4) DECIDE technology; and (5) the production schedule.

CHARACTERISTICS OF THE DECIDE CAREER EXPLORATION MODEL

The Manager (Teacher)

PROGRAM ELEMENT	DECIDE MODEL
Participation Roles	Manager/Employee
Teacher Role	Facilitator/Learning Manager
Discipline	Self/Peer Control
Teacher Emphasis	Total Life Development
Expectations	Expects "Success"
Decision-Making	Shared with Students/Assistants
Teacher Characteristics	Delegates Responsibility
Teacher Domain	Open Space
Time Focus	Meaningful Production
Teaching Mode	Multi-Sensory/Hands-On
Student/Teacher Interaction	Maximized
Teacher Planning	Work Scheduling, Production, Informal Area Plan
Learning Activities	Manager Organizes and Participates
Curriculum Development	All Teachers/Students/Assistants Share Responsibility
Career Exploration	Creates Real World of Work
Student Evaluation	Criterion Referenced
Teacher Morale	Consistently High
Teacher Interaction	Shared/Team Work
Teacher Interaction	Shared Objectives
Teacher Objectives	Educational Outcomes Imbedded Within a Production Setting

The Employee (Student)

PROGRAM ELEMENTS	DECIDE MODEL
Student Role	Responsible/Proactive
Student Focus	Cooperation for Group Productivity
Learning Styles	Easier to Individualiz
Student Input	More Emphasis
Student Differences	More Easily Accommodated
Student Products	Saleable Products/Services
Student Evaluation	Reinforcing
Student Identity	Production/Occupational Role
Student Role	Employee/Trainer of Peers
Learning Activities	Student Initiated or Cooperative with Teacher
Student Socialization	Maximized

The Physical Plant (Classroom Organization)

PROGRAM ELEMENTS	DECIDE MODEL
Physical Layout	Flexible
Physical Appearance	Business/Industry-Like
Physical Structure	Open
Environment	Work/Community Relevant
Physical Layout	Shared with Employees (Related to Efficient Production)
Physical Set-Up	Work Stations
Traffic Flow	Interdependent Work Areas (Stations)

Decide Technology (Educational Technology)

PROGRAM ELEMENTS	DECIDE MODEL
Motivation System	Pride in Products
Motivation System	Monetary Reward (Stocks)
Motivation System	Group Achievement (Stock Value Group Determined)
Motivation System	Intrinsic
Reinforcement	Immediate and/or Delayed for Larger Future Reward
Reinforcement	Concrete
Materials	Industrial/Business Materials
Materials	Academic Concrete
Teaching Strategies	Simple to Complex (Empirically Based) Task Analysis
Academic Skills Acquisition	Incidental Learning (Student Need Related; Perceive Immediate Needs)
Teaching Strategy	Experiential
Training & Practice Motivation	Need to Know, Student Interest
Training & Practice Motivation	Job Related
Task Performance Instruction	Accommodation to Individual Learning Styles
Teacher Orientation	Manager Capitalizes on Situational Opportunities for New Learning

The Production Schedule (The Curriculum)

PROGRAM ELEMENTS	DECIDE MODEL
Orientation	Basic Life Skills; Production; Affective, Exploratory
Academic Objectives	Integrated with Social/Work Objectives
Personal Development	Integrated with Academics
Career Exploration	Basic to Instruction
Career Exploration	A Real Work Environment
Decision-Making	Focus on Student Involvement
Decision-Making Skills	Major Objective of Program
Student Responsibility	Emphasized

Narrative Descriptions of Major Components

The DECIDE Managers (Teachers)

DECIDE teachers and teacher assistants work interchangeably as "departmental managers." The relationship between the teachers and the teacher assistants is not unlike the relationship between a production manager and a floor supervisor. Their roles are, in many ways, more similar to the roles of typical corporate departmental managers or supervisors than to roles of public school teachers. Managers move easily, along with employees, from work station to work station in their own departments. They check the progress of the daily work production, the progress of employees (students), help individual employees solve problems related to the department's production goals, move to other departments to discuss ways to improve production efficiency and the flow of goods and services with departmental managers who interrelate with their departments.

Departmental managers and supervisors hold informal conferences to deal with immediate personnel or production problems and to share daily information on company progress. Employees share an easy, informal comradeship as they work cooperatively on production tasks. The old bugaboo "discipline" is not a major issue. Most new employees make transition into the setting in easy stages. Much of the training is handled by peers who are expert in helping new employees make the adjustment to a production oriented department. The trainers are fellow employees who have already mastered the specific occupational role. Employees, informally, make suggestions for improving the production process and many suggestions are enthusiastically adopted by managers.

Managers never write lesson plans. Once a week a formal planning meeting for managers and supervisors is held to make overall company decisions. Informal meetings are held daily to insure that planning is consistent among departments. Planning is an on-going evolutionary process involving managers, supervisors, and employees. Employees are encouraged to make suggestions for better ways to manage individual department's production process or to suggest new items to be added to the company's total offering of saleable goods. Employees are evaluated by managers on the basis of daily work performance, and performance evaluations are posted in each department. There is an atmosphere of sharing the common company goals (products, profits, services, etc.) among all memebers of the employee and management team. Employees freely interact with managers, supervisors, and peers. Problems and successes are shared by all. The emphasis in this company is on employee-management relations, on total human development, and on acquiring appropriate life-skills.

The DECIDE Employee (Student)

The DECIDE employee (student) is perceived by staff as an "employee." Students identify as in industry with the company objectives, company incentives, and their own assigned occupational role. Employees quickly recognize the relationship between their own occupational role and company production. Employees work closely together; they are caught up in the enthusiasm that is generated by cooperative group efforts towards a common goal, e.g., the production of saleable goods. Employees work closely together, each and all serve as helpers, trainers, and workers, providing emotional and performance support to those who require it. Relations between managers and employees are informal, easy, and cooperative. Cooperation, not competition is the key note of the production process.

Employees (students) display adult worker attitudes and demonstrate keen understanding of the free enterprise system. They exhibit pride in individual achievement, work accomplished, or products produced (immediate reinforcement). As employees, they exhibit adult reactions to dips in the "stock market," planning ahead to sell at a more favorable price. They readily accept responsibility for the quality and quantity of work assignments, realizing the relationship between total company production, resultant sales, and their effects on the company's stock value. The usual personnel incentives of industry are readily internalized by employees who express satisfaction in both individual and group accomplishments. Thus, pride in individual and group achievement becomes the motivator.

Absenteeism is rare and few employees file grievances. When an employee is absent, others readily volunteer to temporarily assume the duties of the absentee (employees understand the process and the relationship of individual roles to the total process). Managers act more as information resource personnel than as "overseers." Since discipline is not an important consideration, managers are able to spend considerable time assisting employees in upgrading work skills, interpersonal skills, and in learning new tasks. Employees work closely with management in monitoring the production tasks and in developing new ideas and procedures for improving productivity of the company (increasing profits).

The Physical Plant (Classroom Organization)

There are two organizational levels in the company. These relate to the physical plant and the psychological organization of the operation. While there is a formal check on employee attendance, the emphasis is placed on the production process, on total productivity (and quality of work) of the individual employee rather than on time

in task. The focus is on a flexible system in which employees and managers move from department to department and from work station to work station as related to job/production requirements. It is rare that an employee from one department is asked why he is visiting another department. It is assumed that the employee is there for a business reason. The physical layout is analogous to a small business with little separation between department areas (half walls, doorless entryways). The layout of a specific production center is always subject to modification, dependent on the type of product being produced. The employee-management team, in its efforts to improve production efficiency, may modify work task sequences or the location of work stations for the flow of production.

DECIDE Technology (Education Technology)

Employee motivation is the key factor in the successful production of quality goods and services, which result in marketable products accompanied by increasing sales and profits. Also important to this dimension is the employee training program. The company has developed a system of personnel management and training which attends to this important dimension by applying motivational/reinforcement principles common to modern industry. Employees are encouraged to learn and work at their own pace while attempting to improve efficiency, skills, and rate of individual production. Methods include opportunities for employees to move from single task mastery to completion of a more complex set of tasks and operations. Employees are reinforced at various levels. Immediate reinforcement comes externally with praise from fellow employees and managers, while internally, employees are reinforced by observing the results of their own efforts. Employees are encouraged to accept responsibility for their own occupational roles and outcomes; this serves to help internalize feelings of job satisfaction. When there are production lulls, provisions for employees to practice job skills, or learn new skills are available. There is a wide variety of opportunities for employees to learn new skills at their own pace.

Employees learn to deal meaningfully with the pressures of production goals while receiving support from managers and fellow employees in a highly informal and personalized manner. The company encourages an "esprit de corps" which is basic to employee morale. Monetary rewards are valued by all employees, and the value of company shares of stock are carefully monitored by the employees. About 80% of the company income is reinvested in raw materials and new product development. The balance is distributed to employees based on individual performance.

The Production Schedule (The Curriculum)

The production schedule is task oriented and all operations, work flow, physical plant layout, etc., are geared to the fast, efficient production of marketable goods and services. The training department focuses on providing supportive training functions to improve both skills and the operating efficiency of the individual employee. Employees

are encouraged to explore additional jobs and job tasks. The company is particularly concerned that each employee's career development needs (knowledge and awareness of occupations, the development of good personal-social skills, grooming, appearance, etc.) be met and consistently monitored. The training department and the individual departmental managers emphasize the delegation of responsibility to employees and offer suggestions and informal training in decision-making to all employees. Inherent within the production process are several monitored educational outcomes.

Chapter II
Implementation

Introduction

The purpose of this chapter is to provide the interested professional with specific information on how to plan, develop, and maintain a similar program in his or her school. The reader is provided with the basic information required to implement and adapt the DECIDE Model to various educational settings. This information is presented in three sections: (1) Planning and Start-Up; (2) Program Development; and (3) Maintenance. The Planning Section describes activities, roles, and other major considerations one must make prior to initial start-up of a DECIDE Model. The Program Development section focuses on the specific development of major components within the curriculum. The Maintenance section offers specific activities which are helpful to keeping the program "on course," and ideas which can further enhance the on-going refinement of the model.

The information is presented in outline form and focuses on major points which, based on the experience of DECIDE personnel, are most important to the successful development of a DECIDE model program. The focus of the authors has been on avoiding a cookbook or formula approach; rather the emphasis in this chapter is on providing a set of tips or helpful suggestions. This approach allows maximum flexibility for the program developer in implementing and adapting the DECIDE model to an individual school program.

I. Planning

A. Administrative Functions

The administrator's role in the planning process deals with establishing a set of steps within which he/she can create the environment for a DECIDE model. The following activities and recommendations represent major considerations:

1. Scheduling: The administrator should recognize that the DECIDE model requires planning for extended periods of time for students in the program and enough flexibility to accommodate the rotation of students in and out of the program in 9 week cycles.

2. Pupil-Teacher Ratio: The DECIDE program appears to operate best at a 20:1 pupil-teacher ratio. However, this is subject to such influences as program scope, student ability, and the availability of aides.

3. Equipment: The DECIDE program does not require a large investment in specialized equipment. However, industrial type equipment, particularly in Food Service, is more appropriate than the home-type equipment found in most home economic classes. The individual shop processes can be conducted in a typical shop environment, provided the equipment is fitted with jigs and fixtures, and used in a production mode. Additional paper, stencils, and reproduction capabilities are needed in the Business Management area. Other areas such as Personal Appearance, may be added later. It is wise to thoroughly plan and budget equipment in such cases, prior to the opening of a given section. One of the problems in the development of DECIDE has been the delay of equipment installation and consequent impact on production scheduling.

4. Facilities: These may vary considerably from site to site, without affecting the program. A few constants should be noted:

   a. The space should be as open as possible (i.e., open doors, low wall partitions). This enhances the spirit of cooperation and reduces the isolation inherent in a more compartmentalized facility.

   b. The space should be flexible, since the program will experience product changes, expansion and contraction, and other such business phenomena.

   c. The facility should not resemble a classroom, but rather a business setting. Eliminate the rows of desks. Convert to work stations!

5. Atmosphere: The most important function of administrators, working in the DECIDE model, is the creation and maintenance of a business-like environment in which experiential learning can take place. It is impossible to provide a cook book approach to the creation of a DECIDE atmosphere, since it is an attitude acquired by participation in the program; an attitude that is reinforced through a variety of subtle, and not so subtle activities, methods, and reactions employed in the implementation of the program. Chapter I of this manual describes the basic underlying philosophy of the DECIDE model. The following points are used by the project's general manager to orient students to the program on their first day. These points illustrate the appropriate philosophical approach to introducing students to the DECIDE work environment.

Points Emphasized in Student Orientation to DECIDE

You will not be a student, but an employee in a business.

The people you will work with (not for) will be managers, we do not call them teachers.

You will have the opportunity to choose areas in which to work. This will give you a feel for what it means to have a job, and for the duties that are required in different kinds of occupations.

The quality of your work is very important because:

a. Customers will not accept a bad product.

b. If we do not sell, we have no work and no money to give to employees.

c. Many times a whole area depends upon how well each person does his/her part of the work.

You may not enjoy certain areas and jobs, but this is something everyone needs to learn.

How well you do in terms of the expected behaviors of each area will determine:

a. Whether or not you earn shares of stock.

b. How many certificates of performance you earn.

c. How much you will get out of the nine-week term.

You do things here, don't expect anyone to do them for you.

Note: The terminology used is consistently business oriented, with words like employee, hire, fire, production, costs, product, replacing educational terminology.

One of the issues which must be addressed is that the DECIDE atmosphere may require exceptions to school regulations, such as being in the hall without a pass during class time. These exceptions must be recognized and planned for if the environment is to be as flexible as it needs to be. Moreover, these accommodations must have a

rationale behind them. This rationale must be communicated to program participants and other staff, as well as students of the school. Due to the many positive motivations existing in the DECIDE model, there is less need for the strict regulations necessary in many schools.

6. Monetary Procedures: A major component of the DECIDE model is a separate, accessible cash flow system, operating as a business with its own accountability. The following describes the procedures that have worked in the model:

   a. All cash intake is collected and accounted in the business management sector.

   b. The Business Manager acts as custodian of the DECIDE fund. He maintains the company bank account and checking account. These accounts are kept in a local bank

   c. Any expenditures which are required for business use can be requested by any department manager utilizing an expenditure form. This is completed and the Program Director reviews it and co-signs it. The completed form is then presented to the business manager for the amount needed.

   d. The business manager produces these regular statements:

      . Monthly income statement broken down by department.

      . Monthly expense statement broken down by purchases authorized.

   e. Unusual or unusually large purchases are discussed at the weekly staff meeting.

B. Staffing: The success of the DECIDE model is primarily due to the efforts and attitudes of the staff. This section attempts to point out certain basic characteristics of staffing a DECIDE program model.

1. Program Administration: The Teacher Assistant Principal plays the role of administrative leader of the Darmstadt DECIDE program. This role can be filled by existing administrators in

guidance, a department chairperson, or other mid-management personnel. The important function provided here is that of leadership, particularly relative to the program development of the model. The person filling this role should be thoroughly committed to, and knowledgeable about, the DECIDE concept. He/she should have direct access to school decision makers, and have time available to work in the ongoing management of the program. The program administrator, when functioning correctly, will be viewed by program participants as the leader, catalyst, and person chiefly responsible for coordinating the development of the program. This person should be hired, appointed, or designated early in the planning stages, and be given major responsibilities for making the program operational.

2. Program Managers (Teachers): The mid-management positions in the DECIDE model are staffed by teachers who generally have a background in Business, Home Economics, Industrial Arts, and Horticulture. All of these areas need not be represented. However, the important aspect of the Program Manager's background is the ability to create and supervise the production of goods and services as the central activity of the company. Learning disability teachers and other special education teachers provide a vital source of support for this program.

There are some determining factors to consider in selecting appropriate personnel to conduct the program. One is that the teachers must be committed to the DECIDE philosophy "using the business environment for educational purposes" as an improvement on the more traditional approaches to their teaching assignments. They should be committed to team work and the notion that as a group they are more potent than as individuals. It helps to have an internalized attitude which refuses to accept failure. These qualities sound almost idealistic, in terms of any one human being; however, experience has shown that most good teachers possess them to a certain degree. The professional rewards accrued from working in the DECIDE model help to develop these attributes if they are identified and recognized as a part of professional development.

The program managers work as a team led by the program administrator. They are responsible for decision-making and the management of the model. They direct the functioning of the aides, who act as first line supervisors in the model, and are primarily responsible for products, activities, and maintaining the education environment. One important index of correct functioning is an expressed feeling of ownership of the processes of the model. Each installation operates in a slightly different manner within the overall context of the DECIDE model, and therefore requires a level of problem solving and an ability to provide rationales for decisions made such as, what products to produce and what balance there should be between production and educational outcomes.

3. Aides: The DECIDE model is based on a number of production activities conducted simultaneously under adult supervision. The educational approach is individualized, and emphasizes experiential and incidental learning activities. These aspects require that a number of personnel be involved in the direct supervision of students in the program. The DECIDE model has successfully used a number of aides for this purpose. Other possibilities include volunteers, older students (i.e., cooperative work experience) and part-time teachers. There is no specific ratio which must be followed and it is recognized that the number of assistants in a program is subject to many variables, not the least of which is budget considerations. The important mission to be accomplished is to provide close enough supervision of the employees to produce the desired results. This can be accomplished in a variety of ways, i.e., assignment of an aide to a specific area, a cooperative work experience student to act as an assistant to the program manager.

The aides employed should demonstrate an abiding interest in children, be well organized, and task oriented. The aide will constantly deal with the compromise between production demands of quality and quantity, and the inherent emphasis in the DECIDE model on exposing students to new careers and functions. An example is that as students cycle through the program they will become most proficient at about the time they must transfer to a new department. Thus, productivity is sacrificed for exploration. The aide must be aware of this problem, and accept the situation as a goal of the organization, rather than a failure of the system to maintain high quality products.

The aides function as part of the management team, and should be assigned to specific Program Managers. Where possible, the company should capitalize on the abilities aides may possess in designing the products and areas they will supervise.

These three levels of staffing will be present in all DECIDE model programs. Other interested persons, such as volunteers and students, should be encouraged to "plug into the model" through whatever arrangements may be necessary, as decided by the management team.

C. Identifying Program Areas

The process of identifying program areas moves from a more general to a specific level of selecting the products and processes of a DECIDE model. There are several different influences which shape the program ranging from who is selected as the program staff, to what specific products might be saleable in the market area of the school. Some underlying principles can be offered to guide the identification. First the model exists to expose students to a variety of career areas, therefore decisions to include areas should be based on maximizing the variety of career areas which might be explored. A good reference point might be a cluster system, such as the U.S. Office of Education Occupational Clusters. A broad representation of occupations from as many clusters as possible should be included. Second, there is a relationship between number of students, staff, and program areas. Too many students in an area may be a result of not enough areas. Overburdened staff results from too many areas. Therefore, a working balance of staff, students, and areas must be considered. Finally, the identification of a program area should be planned and tested on a trial basis before it is added to the model.

Initial development of program areas should be accomplished by the project staff, and generally be in areas in which they feel most comfortable. Adopted areas, such as those in operation in other sites, are good starting points since they have already been tested. However, it should be emphasized that virtually any program area related to business functions is appropriate. The business area is central to the model and therefore must be developed. The types of production areas are optional according to the staff involved. The program should start with a manageable number of areas. Additional areas can be added as the program matures.

D. Product Selection

Determining what products and services the company will produce tends to generate excitement, and is considered one of the easier tasks in program development. Two cautions are offered here, based on the DECIDE experience: (1) Educators have been trained to progress from the student out, (in other words, assess the

student's needs and build the program), whereas product development begins with an end point and works back to the student, therefore it requires a reversal of the traditional educational planning approach. (2) The product selected dictates a great number of variables in the company, i.e., work stations, number of tasks, variety of tasks, difficulty of tasks, and level of production based on demand. Therefore, each of the products investigated should be considered relative to marketability and what it will take in terms of teachers and materials to develop.

The experience of DECIDE has been that most products originate as "brain storms" from faculty or student, and that there is not a great need for extensive market analysis of potential products. A suggested sequence of activities for product development follows:

1. Gather product ideas.

2. Select products for each area, based on perceived workability.

3. Build a prototype.

4. Analyze the production process for level of difficulty and variety of tasks.

5. Determine approximate cost.

6. Informally determine product acceptance in your market place.

7. Based on these data, decide whether or not the product is viable.

Once a product is selected, it does not necessarily have to be put into production immediately. An ongoing function of the company should be to keep a reserve of viable products, which can be quickly put into production if sales of other products decline, or an expanded product line is decided upon.

E. Production Scheduling

The basis for all activity in the DECIDE Model is the production of goods and services by the company. Production scheduling is the key to whether or not the business environment can be used for accomplishing educational objectives. Program Managers must plan the production schedule on as long term a basis as possible before any segment of the business begins. It is desirable to outline what products will be produced for specific periods

of time, covering an entire school year. This may be adjusted. However, it is very important to have a long-range "game plan" rather than to constantly be faced with, "What will I do tomorrow? Next week?" etc.

Things to consider in production scheduling are: taking advantage of seasonal markets, i.e., Christmas, Spring, etc.; accommodating the students; rotating cycles; and formulating contingency plans in case a product is not as successful as predicted. Once an overall outline is developed, each segment must be detailed in terms of tasks, equipment, work stations, materials, and costs. This level of planning will insure a smoother running business and provide greater opportunities for educational outcomes to be derived from the work setting.

F. Performance Evaluation Development

Once the business of the company (production of goods and services) has been established it is time to focus attention on the educational and personal development of the employees (students). Most of the essential experiences which produce these outcomes are already in place as a result of the previous planning activities. The task becomes one of detailing in chart format those things that the employees will be expected to accomplish or exhibit as a result of working in the model. Several examples of these progress charting formats are presented in Chapter IV. They deal with attitudes, skills, and knowledge that develops as part of the program.

The most important things to remember in developing performance evaluation are that: (1) the performances are listed and posted where everyone (particularly the students) can see them, and monitor their progress; (2) the performance evaluation is linked with the reward system, i.e., stocks and/or certificates of performance; and (3) the performance evaluation should be thought of as a method for the Program Manager and employees to work together toward goals, rather than as a series of hurdles an employee must cross.

Methodology employed in evaluating students is primarily that of observation by Program Managers in charge of the area. There should be a schedule for recording of these evaluations regularly on progress charts. Time should be allowed within the business day for the Program Manager to discuss individual progress with each employee. Finally, performance evaluation should be a regular topic of the scheduled staff meetings by the management team.

II. Program Development

A. Business Management Department

The Business Management Department is the hub of the DECIDE Model, and therefore, the first and most essential component to be developed. The Business Management System includes personnel, fiscal, and clerical functions necessary for the operation of the enterprise. Students are employees who operate the personnel, accounting, reception, ordering, and filing component of a small business. The work is conducted in a systematic manner so that it is easy to identify the work flow in any section of the operation. The following are areas of concern that will assist the program developer in establishing a business component. (Examples of position descriptions, work stations, systems, equipment and forms, appear in Chapter IV):

1. System Design: Each of the systems needed to conduct a business operation (i.e., personnel, accounting and fiscal, clerical) should be identified and described with objectives.

   Example: Clerical

   a. To provide the necessary forms for business operations.

   b. To provide typing services.

   c. To maintain accurate files for the company.

   d. To keep records necessary for the business operation.

   These systems are then described in terms of the output of each objective (i.e., specific forms, files, records). Next, one must consider and identify the process steps required to reach each one of these end points. Once the systems are described in this manner, the identification of work stations can take place.

2. Work Stations: The development of work station plans, which will describe what employees will do in each step of a work flow system, requires that the developer keep in mind the general ability levels of the students who will run the system, as well as the equipment needed and the time necessary to accomplish the task. These should be written in step-by-step manner, and be visible to the workers as they perform

the functions. This level of detail is a considerable amount of work; however, the examples provided in Chapter IV will greatly reduce the need to develop your own station from scratch. It is suggested that one modify the existing stations to meet local needs.

3. Pilot Testing: Once the work flow is designed on paper, and the work stations described in the above manner, it is important to pilot test the system using students in the actual operation of the program. Every system should be perceived as a dynamic operation, subject to change; each change should enhance operational efficiency. This is particularly true in the early stages of development; therefore, allow time to work out the bugs. Many program developers are reluctant to change something which has been written in black and white. However, rewriting and reframing will produce a better system and provide work for the business component in the beginning of the program. So do it!

4. Communications: An important consideration that the Business Management system must recognize is that it is the hub of the DECIDE model and that it has the responsibility for communicating with several audiences. It is helpful to think of this aspect of the Business component as the information processor and central communication system for the program. This means that information needs may be identified in other components of the model, by students, parents, and the rest of the school community. One should respond to the issues of: What does this person or group of people need to know? How will we get it to them? From what sources? Through what process? Taking this analytical approach will help to identify and serve the needs of the people and groups you are dealing with.

5. Educational Outcomes: The Business Component, like all components of DECIDE, exists for the primary purpose of providing educational experience to the students. The model capitalizes on many opportunities inherent in the work setting for educational and personal growth and development. To simply say that in a general sense this is happening, is not sufficient. A major part of the program manager's job is to identify the learning which is taking place, and document it for both the student and the staff.

The methods employed in this process begin with an analysis of the work being accomplished. Skills and knowledge can be extracted, as well as social/behavioral abilities needed in the work situations. To assist the Program Manager in this documentation task, a good comprehensive set of career education objectives should be used as an organizational instrument for observations. For example, a

cashier required to make change must learn how to accurately deal with money. This activity may be counted toward accomplishing 1.1.51 Perform calculations and transactions involving money (DODDS Career Education Objectives K-12 DS Manual 1800.1, June 1, 1977).

Progress charts showing objectives which may be accomplished as part of the work situation will help students to become aware of their development and how it relates to a work setting. Conferences about career education progress with the students should be held to keep an ongoing perspective of where they are in their development. Certificates listing objectives accomplished will provide reinforcement for this work (see Chapter IV).

6. Training: Since the staffing of the Business Management Department is set up on a rotating basis to enable students to experience many occupational areas, it necessitates continual training of new personnel for positions. The experience of DECIDE has been that the best way to perform this training is to have the students who are currently holding a job train the new person. This follows the business model and has several benefits. First, the job holder is a good trainer, since he/she has been accomplishing the task. Second, several employees can be trained at once under the supervision of one Program Manager or aide. Finally, the act of training another individual reinforces the knowledge and skill of the student doing the training.

B. Production Departments

The second type of component found in the DECIDE Model is the Production Department, which includes areas such as Food Service, Industrial Processes, Household Products, and Horticulture. They share the common function of producing goods and services, which provide the basis for existence of the company. An important concept is that a DECIDE Model can be built with one or many production areas. Each area is operated in a similar manner with differences centering around the products and services produced. The following developmental activities are common to each area:

1. Product Development: Products are of central importance to the production areas since all activities lead to or emanate from producing them. The development of a product is a long and careful process if it is to provide both the necessary economic results, as well as an environment for learning. The products begin with ideas, usually borrowed from available goods and/or services, which can be identified as potentially viable in the program's market area. Experience has shown that there are several product ideas generated for each product that actually does get into production. It is useful to establish a potential products file in which brainstorms can be captured and used at appropriate times.

   Once a potential product is identified, a prototype should be built, or in the case of a service, such as serving lunch, a pilot developed. Notes taken on the prototype or pilot will assist in making a decision to produce or modify the product. An informal market test can be performed by showing the prototype to a sample of prospective buyers, and getting reactions, or through displays collecting inputs from prospective buyers. Using information from the prototype and the market test, a decision whether to produce the product can be made with reasonable assurance of its success.

2. Task Analysis: Now that the product has been selected, a process of preparation for production begins with analyzing the tasks needed to produce the product. Again, the notes from prototyping, plans for construction, and the teacher's knowledge of the area guide the analysis, which should result in a step-by-step breakdown of what it takes to produce the product.

   A guiding principle in this analysis is to attempt to break every production activity down to a single task level. The aim is ultimately to construct a production line, therefore, the tasks must be distinct and simple enough to facilitate efficient production. Another thing to remember is balance; each task or group of tasks should be relatively equal in terms of time needed to perform it, to avoid built-in bottlenecks in production. On the other hand, where bottlenecks cannot be avoided the students' slack time should be used for discussion and other learning experiences.

3. Work Stations: Task analysis creates a basis for the development of work station plans, which describes procedures, tools, equipment, and materials sufficient to complete individual tasks in production. Each work station should start with a list of materials at that station. Next, the equipment needed to complete the task must be listed. These include jigs and fixtures, and other production assisting devices.

Finally, the process for accomplishing each task should be figured out and listed. While developing these procedures, one should keep in mind any type of work simplification aid (i.e., practice directions, fixtures or reduction in steps) that will help the students perform efficiently.

The work station system should be tested by the Program Manager for the purpose of working out any bugs. This testing will also produce products which may be used for display purposes. At this point the Production Department should collaborate with the Business Department to determine price and plan and advertising.

4. Quality Control: The products are going to be produced by junior high school students, who many times will not have much experience in handling equipment, or working with materials. Yet the product must be of good quality, if it is to sell. Therefore, quality control measures deserve a specific focus of your attention. Build in quality control checkpoints and assign employees (students) to perform quality checks. Where ever possible, provide fixtures and other devices, which reduce the margin for error inherent in measuring or taking directions. Make signs which include procedures to be followed, and keep a close watch on the quality of the output during production. Quality consciousness will result in better products, more business activity, and increased pride in the work which employees are doing.

5. Employee Assignments: The primary goal of the DECIDE program is to provide career exploration experiences for the students. To accomplish this effectively, there must be a built-in system of rotation through the work stations in any given production area. One idea which seems to work well, is to place each student's name on a card, and place that card in a work station slot which is keyed to a floor plan layout of the production area. Rotate the cards on a regular basis, giving each person an opportunity for experience in several work stations. There is a temptation to assign workers to areas in which they have been trained

or are particularly proficient. However, this defeats the purpose of exploring many different types of work.

6. Educational Outcomes: The production environment provides many opportunities for personal and career development. The process of identifying and documenting these outcomes is described below in three phases: (1) planning, (2) documentation, and (3) follow-up. To begin an investigation of educational outcomes, one needs a comprehensive set of career education objectives to use as identifiers (Career Education Objectives K-12 DODDS. DS Manual 2800.1, June 1, 1977). The outcomes should be identified and stated in these terms in a place which is visible to the student and Program Manager. (See Chapter IV of this Manual for examples of objectives to be met in each area).

Phase I - Planning: As the production work flow is established, the Program Manager should keep in mind the possible instructional objectives involved in a work station, i.e., 1.1 Use of basic numerical skills, 4.2.00 Participates in a realistic work situation in home, school, or community. Possible objectives should be listed for each area to provide a framework for the development of phase two.

Phase 2 - Documentation: The Program Manager should observe the production activities of his or her area, and write down the enroute objectives existing in the work flow.

Example: 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas

4.1.55 Demonstrate safety requirements of specific job

These documented objectives of the work setting are then listed on the form of certification of completion for the area. Progress charts are constructed, which list the instructional objectives toward which students should be working in each area. These are checked off as completed, and used as part of the reward system within the company.

Phase 3 - Follow-Up: The Program Manager should be aware of the on-going opportunity to surface observable educational outcomes in the work environment. Each example of educational gain should be collected and used as information, to help the Manager in refining the Instructional objectives as the program proceeds. This approach will insure the ongoing development of the program toward educational benefits, and make future product development an easier task.

C. Supplemental Departments

The mission of Supplemental Departments within the DECIDE Model is to maintain an environment free of the pressures of production for the purpose of providing for the specific educational and personal development needs of specific employees. Examples of these types of areas are the Training Center and Personal Appearance Departments of DECIDE. The Training Center is completely supplemental to the business enterprise, dealing exclusively with the improvement of academic skills extracted from the work environment. The Personal Appearance Department is quasi-supplemental in that its primary goal is to help students to become aware of their personal appearance as it relates to the expectations of various work environments. (See Chapter IV for descriptions.)

1. Design: Supplemental departments exist through the implementation of a reactive design in which activities are initiated as a result of referrals by other Program Managers. The program deals with employees' needs on an individual basis, and is designed to improve performance in the work setting. An example might be an employee who is having difficulty in Food Service because he does not understand fractions well enough to make a cake. The employee would be referred to the Training Center for instruction on fractions, using the same materials he is dealing with in Food Service. The instruction is competency based and is completed when the employee is able to perform the task in Food Service adequately. A careful record of achievement is kept in the Training Center so that if the employee is referred again for some other task assignment, there will be background information on his abilities.

2. Content: Curriculum content is drawn directly from the work environment; for example, lists of vocabulary words have been drawn from each of the departments in Project DECIDE, and are used for vocabulary development in the Training Center; measuring devices (cups, spoons, rulers, scales), and materials from the departments are used to teach math. This approach capitalizes on the motivation employees have to complete work assignments, and makes learning of basic skills more relevant to the student.

3. Staff: The Supplemental Departments are most appropriately staffed with persons who have experience in working individually with students, and have skills in diagnosis and the prescription of learning activities. In DECIDE, this Training Center is run by an Aide with a teaching certificate and elementary educational experience; Personal Appearance by an Aide who was a cosmetologist. A program developed at other junior high schools might take advantage of learning disabilities teachers, reading specialist, or other interested teaching staff. The supplemental departments could be operated on a part-time basis with teachers assigned to the unit at specific times.it at specific times.

4. Communications: DECIDE has found that the supplemental departments rely on communication within the model even more so than the other departments, since the source of the activities is the referral of employees, and the source of curriculum is the work environment. The process must be shared by all Program Managers and include frequent enough interactions to have everyone feeling comfortable about where any given student is in his/her development. There should be an element of follow-up when an employee completes supplemental training and returns to accomplish the task on which he/she was having difficulty. These conversations with students should be informal, as well as part of all staff meetings.

5. Record Keeping: The DECIDE Training Center has become the repository for the educational records of the students enrolled in the program. Accurate records of progress in the program are particularly important in the case of special needs students, because they form the basis for articulation with the sending schools. The same concept can apply in a single school application. Students are involved in DECIDE type programming for two periods, and attend other classes the rest of the day. Information collected about their individual abilities should be made available to other teachers for the purpose of coordinating the students' entire program. The methodology of DECIDE has several advantages for individualization, which if documented, can help other teachers with the student's education. (See Chapter IV for an example of the record keeping folder.)

D. Modus Operandi

This section describes the implementation of certain general functions which permeate all components of the DECIDE Model. Some of these have been mentioned previously, but are presented here to provide a sense of continuity to the efforts of developing a creative work environment and developing better learning strategies.

1. Self Development The underlying aim of DECIDE is to have employees (students) develop a feeling of being in control of their activities and accept the responsibility for their actions. This happens over a period of time in an environment which allows students incremental amounts of responsibility along with planning opportunities to become more aware of their interests, values, and abilities.

The DECIDE environment helps this process along by providing students with a variety of work experiences, which require him/her to learn new skills, to participate with others including adults, and to recognize the cause and effect relationship between one's actions and the success of the company. The Program Managers stress the positive reinforcement of appropriate actions, rather than the punishment

of negative behavior. The operational rules are stricter than the regular classroom environment, since attendance and being where you are supposed to be are integral to production. The atmosphere is not a restrictive one because the individual employees accept their responsibilities, and have a definite "esprit de corps" related to a personal sense of their own role in and ownership of the business.

The environment is created through a sense of Program Managers and employees working together, rather than the employees being taught by the Managers. This participation also enhances the exploratory aspect of the model. The employees soon establish confidence in what they are capable of contributing to the work environment, and a feeling of trust is evident between employees and managers.
The process requires a certain amount of risk taking on the part of the Program Managers because there are periods in the developmental process where employees are not prepared to accept the responsibility necessary to function adequately. They probably learn it best through experience, therefore the Manager should persevere and let the experience play out. Within a short period of time the self reliance of the employees will become apparent and behavior problems cease to exist.

2. Interpersonal Relations: The work environment provides many more opportunities for interaction than the traditional classroom. There are things that can be done to enhance these opportunities in the DECIDE type model. Students should be able to move about unrestricted, since the work requires their involvement with others, and their responsibility in production requires that this movement be constructive
The Program Managers should perceive their roles as participants in the business enterprise, rather than disciplinarians. They become role models for the employees for interpersonal skills.
Employees need to be given authority, share responsibility, and contribute to group actions. The rewards for positive interaction should be immediate and integrated in the business activity. (Example: three students working together to produce a chef's salad, which is sold for lunch.) An index of whether or not these interpersonal relationships are being achieved is the feeling that the experience is fun for the participants. When the expression is consistently one of boredom, or negative feelings toward others, one should look for problems in this area.

3. Learning Management: Something which becomes apparent to Program Managers during the implementation of DECIDE is that there are numerous opportunities for learning in the work environment. They also recognize that their attention must be focused on trying to get the most out of every opportunity, if the program is to reach its learning potential. To accomplish this, the managers should see their role as helping students learn, rather than teaching (imparting knowledge) to students. There will be many instances in which the manager has the answer to a problem but lets the employees struggle with, and solve the problem. The manager's preference for what should be done, in a given instance, may not always be followed, due to the employee group prefering other directions, and being able to produce a

viable rationale for the preference. All this is somewhat painful to some of us, since we have been trained to be the source of knowledge rather than helpers in the learning process. Excellent results, however, are in store for those who recognize this role and capitalize on the DECIDE environment. The employees will increasingly accept responsibility and be more eager to learn as their ownership in the learning process develops.

The Program Manager can employ many strategies to maintain the learning environment. The following methods and plans have proven effective in the DECIDE experience:

a. Provide as much opportunity for open interaction and group responsibility as possible. Get into a habit of helping the employees develop alternative solutions to problems and understand the consequences of each. Let the group decide on solutions, and make sure they are able to give a rationale for their choices. Finally, follow-up decisions with a summary of what happened, once a situation has played out.

b. Work toward making the objectives of any activity as visible as possible to the employees (charts, lists, discussions) and make the results of their efforts as visible and immediate as possible.

c. Reinforce positive actions with praise, evaluation, monetary, and other types of tangible reward. Work on concrete reinforcement first (stock, certification, snack breaks), and toward intrinsic motivations (pride, satisfaction, recognition) as the program proceeds.

d. Recognize the importance of models within the program provided by yourself, and/or students who are doing a good job. The peer influence in DECIDE is great since there is a prevailing attitude of team work. Therefore, the manager should capitalize on reinforcing the role models which improve the group.

e. Everything that is done in DECIDE can be related to people doing work in other (future) settings. It is a good idea for the manager to make this as obvious as possible, through the use of discussion of information about occupations, creating an attitude of inquiry among the employees. Much can be learned about work, careers, and self in this environment. The participants must recognize their learning potential and work at it.

Examples

No. 1.

Problem: Student selects a work station each week which requires the same skills and interpersonal characteristics. The student felt secure and comfortable in a situation he knew he could do well, thus did not explore or approach new situations which would produce growth.

Task: To structure a non-threatening setting and assist the student in developing sufficient confidence to where he/she would approach and explore areas when he/she felt weak or uncomfortable.

Experience: A student in the business section chose only those stations that involved non-interpersonal skills such as accounting, banking, typing, and record keeping, avoiding situations with interpersonal contact involved in stations such as cashier, receptionist, or personnel. The student was asked to try out a non-threatening (second person) role at the cashier's station where he would make cash change with minimal interaction. By modeling after his partner at the station, he began to interact with customers regarding money change matters where he felt confident. The student found the work related interaction less and less threatening to the extent that his next station selection was the personnel station where interaction with customers was a major requirement. The increased confidence in his own interpersonal skills generalized from structured work settings to increased social participation with peers during breaks and free time.

Conclusion: Example of how a structured; non-threatening setting, with minimal manipulation by the learning manager, can make possible growth of affective, intrinsic skills, which will generalize to real life situations.

No. 2. Problem: Student depended heavily upon mother and another student for direction and support even with the simplest of tasks; he refused to attempt simple self care tasks on his own. The student felt more secure with this procedure and had often been reinforced by others for such behavior.

Task: To provide, through the work environment, opportunities for growth of independent behavior of extremely dependent student.

Experience: A student signed up for the business section for his week's work only reluctantly, after his friend selected the same assignment. As the other students rushed around, proceeding with the tasks of the selected work station, this student stood by watching instead of starting his task of filing daily attendance folders. The student's friend proceeded to complete the student's task for him, since he bothered other students who were completing daily attendance forms. The learning manager intervened in the situation and requested that the dependent student be moved to a work station where he alone had to complete a task which was a critical component in the motivation system (collection of production information for daily stock averaging). All dependency reinforcers were removed, and he was placed in a role where the rest of the students were dependent upon him initiating and completing the task on hisown. After gaining understanding of the task and its importance, the student began to show pride in completion of his job. He began boasting to other students about his contribution to the Center and his important role. His behavior generalized to increased independent behavior in personal appearance and clothes care.

Conclusion: Example of how feelings of self esteem and worth can be effected by increasing independent behavior and providing the student with a task that has real value and importance.

III. Program Maintenance

This brief section addresses issues, not covered previously, that are concerned with maintaining a successful program. The program development functions are the heart of the DECIDE Model and are ongoing, no matter what the age of the program. It is useful, however, to step back from the program and look at a few additional considerations which will "keep the ship on course."

A. Policy Review: This manual provides sets of rules, operating procedures, techniques, etc., which formulate the basis for policies to govern program operation. These policies must be adapted to each school environment that the DECIDE program will be developed in, therefore; regular meetings of the program staff and administration should be held for the purpose of reviewing its operation. The agenda for these meetings should deal with problems and issues which develop in the program. Examples of these topics are student behavior rules, defining the market area for the program, communications in school and out of school, and the use of resources. Attention to these policy issues will provide a framework in which the program can operate smoothly over a long period of time, and keep policy statements in tune with a changing environment.

B. Staff Meetings: We have found that an innovative program like DECIDE requires structured, as well as unstructured, communications among the program staff. Many different meeting times and strategies have been tried, and it appears that the most viable approach is to (1) have a weekly scheduled staff meeting with an agenda (inputs from all staff); (2) provide time for less formal planning before each session; and (3) assemble staff on demand as problems arise. This sounds like a lot of staff time; however, the important thing is that the staff meets, not how long. The DECIDE staff keeps its regular meeting to under one-hour, and provides about one-half hour of less formal planning meetings (daily).

C. Interface with Parents: Parents should be recognized as potentially great reinforcers of the program, and treated as a significant audience for information on the program. Several activities from information blurbs to open-house coffees can be practiced to inform parents of what the program is doing and what their children are accomplishing. Parents of the DECIDE students have been overwhelmingly supportive of the program and have, in many instances, reinforced the learning of their children at home. Therefore, consider a planned program of parent activity during the year to ensure their understanding and support.

71 D. School/Community Interface: DECIDE type programs are unique in their methods and thus have to be communicated to the school at large, as well as the community, if they are to be understood. The motivation to conduct this communications effort is: (1) that it will help to avoid apprehension on the part of

persons outside the program (i.e., what is going on down there?); and (2) to help school and community persons recognize that this is not just a little production line, but a viable educational experience.

E. Production Control: As mentioned before, DECIDE program staff are constantly wrestling with the issue of production versus educational outcomes. This issue has many facets which are described below.

1. Level of production should be kept at such a rate as to generate enough business activity to provide sufficient learning outcomes, but not so high as to create a situation where there is not enough time to pay attention to learning factors (i.e., training and shifting of students, reflecting on accomplishments, Program Manager observations).

2. Produce as few product lines as possible in order to create the appropriate environment. Keeping the product outcomes limited, and adding others in an orderly fashion is preferable to having too much going on at once (chaos).

3. Do not let quantity demands create inferior quality of products. They won't sell, nor will they teach good work habits.

4. Develop and pilot test replacement products available for insertion into the production process, in case products are not successful.

5. Plan production as far ahead as possible so that your management takes on a planning rather than a crisis orientation.

Maintaining a program is easier than developing one, however, sufficient attention must be paid to the issue of maintenance, or the signs of problems will not be recognized, making solutions more difficult.

Chapter III
Programmatic Benchmarks for Implementation

This Chapter is presented as a set of charts which identify organizational structures, work environment, and learning characteristics of the DECIDE model. Each of these three sections is broken into major components and subcomponents of the program. The most important feature of the charts is listing of "checkpoints" or outcomes to look for as the program develops. A sequence code provides an indication of whether the checkpoint might be likely to be observed in the start-up, development, or maintenance phases of the program.

The charts have several important uses in program development. First, the major and subcomponents outline the scope of the DECIDE model and are useful in developing the whole approach. Secondly, the checkpoints are action statements which can be used as reference points in program planning and/or measures of program evaluation, and the sequence codes provide clues for phasing in aspects of the program.

In total, the charts are a departure from traditional manual format, making this chapter particularly useful to the program implementors. Use this section as a guide to your program development, as it develops. Refer to the checkpoints, if problems occur or there is a feeling of uncertainty about the direction in which the program is going. The title "Benchmarks" is meant to infer that the statement contained in the charts provide standard reference points for the development of a DECIDE-type model.

PROGRAMMATIC BENCHMARKS
FOR IMPLEMENTATION

SEQUENCE CODES FOR CHECKPOINTS

1 = Start-Up Phase

2 = Development Phase

3 = Maintenance Phase

I. ORGANIZATIONAL STRUCTURES

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Business Management System	Personnel Sections	--Define work stations	1
		--Task analysis of each job for each work station	1
	Cashier	--Prepare work flow design	1
		--Develop job training program	1
		--Design business system	1
	Accountant	--Establish accounting system	1
		--Define personnel policies	1
	Receptionist	--Define educational objectives for each job/work station	1,2,3
		--Develop departmental work schedule	1,2,3
	Typing Pool	--Develop interface system for internal departments	1
		--Develop external communication system and structures	1
	Order Desk	--Develop internal communication system	1
		--Develop employee evaluation system	1
	Filing & Forms	--Specify employee/management conference area	1

I. ORGANIZATIONAL STRUCTURES, CONT'D.

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Business Management System (Cont'd)		--Validate task analysis	2
		--Pilot test work flow design	2
		--Refine work flow design	2,3
		--Pilot test business forms	2
		--Refine business forms	2,3
		--Pilot test accounting procedures	2
		--Refine accounting procedures	2,3
		--Establish procedures for personnel policy modification	2,3
		--Implement job training	2,3
		--Refine evaluation system	2,3
Financial (Distribution of Revenue to Employees)	Capital Fund (Stock)	--Define equipment needs	1
		--Establish inventory control system	1
		--Develop departmental work schedule (employee)	1,2,3
		--Develop employee evaluation chart	1
		--Develop skill attainment certificate and chart	1
		--Pilot and redesign external communication system	2,3
		--Develop Capital Fund (stock) system	1
		--Pilot test Capital Fund (stock) system and forms	2
		--Refine Capital Fund (stock) system and forms	2,3

I. ORGANIZATIONAL STRUCTURES, CONT'D

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Food Service	Preparation of Food	--Define work stations	1
		--Develop menu according to supplies and equipment	2
		--Task analysis of each job for each work station	1
	Sanitation & Safety	--Food procedure charts developed	1
		--Develop food service-style recipe cards	1,2,3
		--Define equipment for each work station	1
	Ordering & Inventory	--Prepare employee work schedules according to activities	1,2,3
		--Prepare work simplification methods for each job station	1,2,3
		--Develop job training program	1,2
	Nutrition & Menu Planning	--Define educational objectives for each job/work station	1
		--Develop external communication system and structures	1
		--Develop internal communications system	1
	Service of Food	--Develop Behavior Management Chart	1
		--Develop nutrition studies program for employees	1,2
	Process Monitoring Procedures	--Define production scheduling strategy internally	1,2,3
		--Develop program completion skill certificates charts and employee certificates	1

I. ORGANIZATIONAL STRUCTURES, CONT'D

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Food Service (Cont'd)		--Develop order form and account with vendor (food perveyor)	2
		--Develop inventory checksheets for food supplies and equipment	2
		--Define style and type of service of food	1,2
		--Develop audio-visual equipment and materials for training program of employees	1,2
		--Develop internal system for employee recognition (example - Employee of Week)	1,2
		--Define job task for food service aid	1
Wood Production Lab	Product & Facility Development	--Develop and design products	1,2
		--Task analyze product to develop: a. Operations/work flow b. Tools, materials and equipment c. Jigs and fixtures d. Work stations	1,2
		--Build prototypes	1,2
		--Develop and construct displays and samples for advertising	1,2
		--Develop training strategies and procedures for employees	2
		--Develop quality control system	2
		--Develop work assignment chart for employees	1,2,3
		--Develop behavior management system chart	1,2,3
		--Develop skill attainment certificate and charts	1,2,3

I. ORGANIZATIONAL STRUCTURES, CONT'D

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Wood Production Lab (Cont'd)	Interface Between Wood Production & Business Management	--Develop order forms for specific products	1,2
		--Control procedures	1,2
		--Work flow procedures	1,2
		--Develop strategies for advertising and marketing	1,2
Graphic Arts Lab	Product & Facility Development	--Develop and design graphic arts products	1,2
		--Task analyze product to develop: a. Operations/work flow b. Materials and equipment c. Work stations	1,2
		--Produce prototypes of possible products and make decisions	1,2
		--Produce samples of products	1,2
		--Develop advertisements and displays for sales promotion	2,3
		--Develop training strategies and procedures for employees	2,3
		--Develop work assignment chart for employees	1,2,3
		--Develop behavioral management system and charts	1,2,3
		--Develop skill attainment certificate and charts	1,2,3
		--Develop quality control system	2,3
	Interface Between Graphics and Business Management	--Develop order forms for specific products	2,3

I. ORGANIZATIONAL STRUCTURES, CONT'D

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Training Center	Communication	--Set up record keeping procedures	1,2
		--Establish communication channels	1,2
	Monitoring/ Individual Objectives	--Specify individual objectives	2,3
		--Develop monitoring system for individual objectives	2,3
		--Identify likely training needs	2,3
	Training	--Develop useable training procedures	2,3
	Student Information	--Assemble materials needed for training procedure	2,3

PROGRAMMATIC BENCHMARKS
FOR IMPLEMENTATION

SEQUENCE CODES FOR CHECKPOINTS

1 = Start-Up Phase

2 = Development Phase

3 = Maintenance Phase

II. DEVELOPING A CREATIVE WORK ENVIRONMENT

MAJOR COMPONENT	SUBCOMPONENT	CHECKPOINTS	CODE
Interpersonal Relations	Working Cooperatively	--Allow students to move about freely	2,3
		--Task oriented furniture arrangements	2
	Acceptance of Direction	--Large variety of teaching items (work related)	1,2,3
	Accepting Responsibility	--Task breakdown to student level	2,3
	Giving Directions	--Appropriate task sequencing to student levels	2,3
	Decision-Making	--Values relationships with students (child to child; child to teacher; child to learning)	3
	Sharing Responsibility	--Manager makes available a wide variety of learning experiences (job related)	2,3
	Delegating Responsibility	--Manager participates as a group member	2,3
	Accepting Uniqueness of Others	--Planning manger is accountable rather than employee (student)	2,3
	Recognition of Varying Needs/ Abilities of Others	--Manager recognizes individual learning styles and time frames	3
	Recognition of Interdependency of Individual Work Efforts and Group Outcomes	--Manager provides alternatives for employees to choose from	3
		--Employee can give and accept responsibility appropriately	3

II. DEVELOPING A CREATIVE WORK ENVIRONMENT (CONT'D)

MAJOR COMPONENT	SUBCOMPONENT	CHECKPOINTS	CODE
Self Development	Acceptance of Self Acceptance of Uniqueness of Others Developing Self Confidence Recognition of Own Abilities Defining Own Interests Assessing Varying Levels of Competence In Others Acceptance of Responsibility for Own Actions Recognition of Need for Change Developing Confidence in One's Own Ability to Change Becoming a Decision-Maker Developing Appropriate Work Mannerisms Becoming Aware of Importance of Personal Appearance Accepting New Ideas & Concepts Exercising Judgement Appropriate to the Situation	--Manager focuses on employee learning needs rather than behavioral problems --Manager attends to individual needs with confidence and respect --Manager listens to students input emphathetically --Manager interacts with students as participant in the process	3 3 3 3

PROGRAMMING BENCHMARKS
FOR IMPLEMENTATION

SEQUENCE CODES FOR CHECKPOINTS

1 = Start-Up Phase

2 = Development Phase

3 = Maintenance Phase

III. DEVELOPING LEARNING STRATEGIES

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Learning Management System	Immediate Knowledge of Results	--Manager provides opportunities for group interaction	1,2,3
	Immediate Reinforcement	--Manager provides opportunities for group decision-making	2,3
	Reinforcement Schedule	--Students respond independently and positively to task	3
		--Students exhibit pride in work and self	3
	Concrete Reinforcers	--Student displays satisfaction for individual contribution to group projects	2,3
	Intrinsic Reinforcers	--Student participates readily in stock market system	3
	Modeling	--Student strives for certificates and special awards	2,3
	Peer Group Control	--Students assume responsibility for task completion	2,3
	Delay of Gratification for Larger Future Reward	--Students willingly instruct and participate with peers	2,3
		--Student behaviors are appropriate for work setting	2,3

III. DEVELOPING LEARNING STRATEGIES

MAJOR COMPONENT	SUBCOMPONENTS	CHECKPOINTS	CODE
Learning Management System (Cont'd)		--Student internalizes value of work	3
		--Student behavior problems are minimized	2,3
		--Student approaches learning task with interest	2,3
Curriculum Management	Career Exploration	--Employee works on task independently	3
	Career Awareness	--Production goals become secondary to educational outcomes	3
	Academics	--Manager's observation skills enhanced	3
	Socialization	--Employees understand the concept of quality control	3
	Health Skills	--Employees understand the necessity for quality control	3
	Safety	--Employees understand the relationship between basic skills and the production process	3
	Self Awareness	--Employees experience real-life work experiences	1,2,3
		--Employees display work task confidence	2,3
		--Employees work safely (accidents minimized)	1,2,3
		--Employees display appropriate emphasis on personal appearance	2,3
		--Employees rotate from job to job	1,2,3
		--Employees interact appropriately with peers and management personnel in work setting	2,3

Chapter IV
Component Descriptions, Objectives, Strategies, and Materials

The DECIDE model at Darmstadt consists of seven components at this writing: (1) Business Management Production Components, (2) Food Service, (3) Household Skills, (4) Industrial Processes: Wood and Graphic Arts, (5) Horticulture and Supplemental Components, (6) Personal Appearance and (7) Training Center. Each is presented separately in this chapter to isolate its necessary objectives and operation.

The format briefly describes each component, provides a set of career education objectives, (these are drawn from Career Education Objectives, Kindergarten through Grade 12, Department of Defense Dependent Schools, DS Manual 2800.1 June 1, 1977) and includes methods, outlines, and a sampling of materials used in implementing each area.

Information in this chapter is the most specific and detailed of the manual. The purpose of the section is to help program developers by offering models and examples of various materials and strategies and to share the benefits of the DECIDE staff's efforts. All materials presented have been designed and developed by the DECIDE staff.

BUSINESS MANAGEMENT

The Business Management section has a twofold purpose. First, from the point of view of the students, this unit focuses on providing employees (students) with specific career exploration opportunities in the business-management sector, as well as meeting the overall objectives of Project DECIDE for career development. Second, this unit has unique responsibility of serving as the organizing unit or "hub" for the total business enterprise of the DECIDE model. As such, it functions in a manner analogous to that of the central office of a small business corporation. All financial transactions-accounting, cash flow, and stock transfers are the responsibility of this unit.

The major DODDS career development objectives for this unit include: the demonstration of: skills generally useful in the world of work (e.g., basic numerical, communication, and motor skills); the practice of effective work habits (e.g., planning work, assuming responsibility, adapting to various work conditions); the development of improved career capabilities and positive attitudes toward the value of work.

The unit has ten job stations and employees select and rotate stations weekly. The work flow design has been developed by trial and error; it is constantly subject to redesign and modification. A minimum of commercial materials are used and "practice sets" have been developed for employees to use for upgrading skills or for exploration. Except for the typing services area, employees interact with employees from within and external to the unit. The atmosphere of the unit is not unlike that of a central office in a small business. Jobs are either people oriented (e.g., sales) or data oriented (e.g., accounting).

In contrast to a typical business education classroom, the emphasis in this unit is not on simulation but rather on <u>real</u> money with immediate feedback from <u>real</u> customers or employees who make <u>real</u> purchases of goods and services. Training of new employees is handled by current employees in an open environment where individual responsibility for job performance is the watchword.

The employee appraisal system includes the use of the principle of positive reinforcement for appropriate behavior on the job. However, employees can be fired for "bad behavior," or transferred (with counseling). The focus is on treating employees as adults in a working world. Individual and small group conferences are held periodically to discuss accomplishments, financial information, etc. The management staff consists of a business education teacher (manager) and an aide (floor supervisor).

OBJECTIVES OF PROJECT DECIDE (BUSINESS)

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills
- 1.4.00 Demonstrate Useful Information Processing and Decision Making Skills
- 1.5.00 Employ Useful Interpersonal Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.2.00 Plan Work
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities
- 2.4.00 Adapt to Varied Work Conditions

3.0.00 Make Career Decisions

4.0.00 Demonstrate Improved Career Capabilities

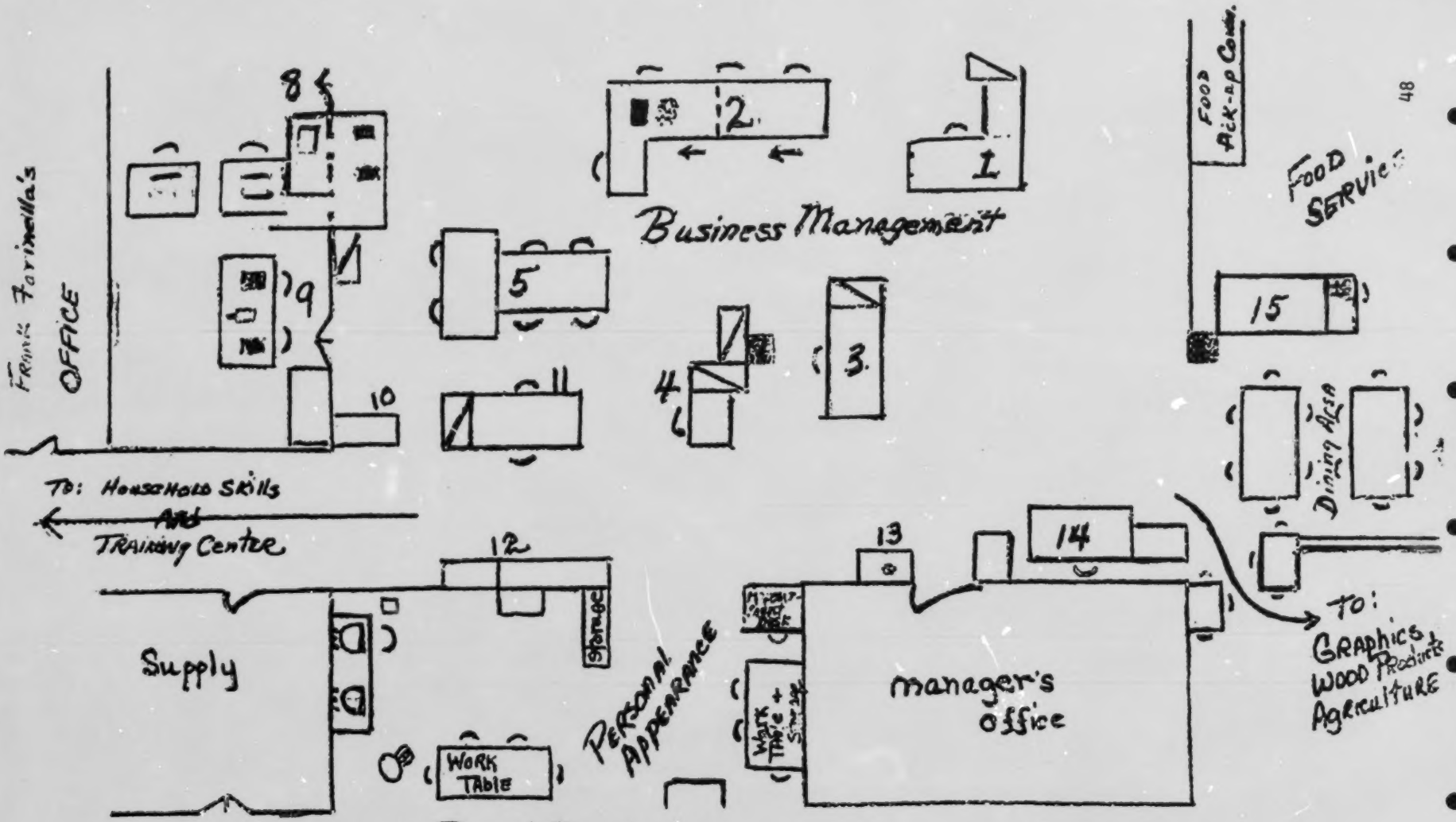
- 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas
- 4.2.00 Participate in a Realistic Work Situation in Home, School, or Community

5.0.00 Implement Career Plans

- 5.4.00 Understand Various Aspects of Job Retention

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.6.00 Demonstrate Commitment to Fair and Equal Treatment of Women and Minorities



Welcome to Project Decide's
Business Management Section

Supervisor: Frank Farinella
Instructors: Dave Simpkins
Susan Douglas

1. Receptionist/Timekeeper
2. Cashiering
3. Personnel
4. Business Forms/Cashier File
5. Work Tables
6. Capital Fund (Stock) Fund
7. Accounting/Recordkeeping
8. Typing Room/Thermo fax
9. Adding Machines
10. Duplicating
11. Work Desk
12. Storage/Lockers
13. Telephone
14. Order Control Desk
15. Break Cashier

BUSINESS MANAGEMENT Employees: 15 to 24

The objectives of the Business Management Section of PROJECT DECIDE are:

to understand how wcrk is created and that each job has a definite purpose and is a necessary function of the work flow in an office.

to explore the basic office/business functions.

The regular employees (students) attend PROJECT DECIDE for nine weeks--three of which are spent in the Business Section. The special employees (students) remain in the Business Section for an initial period of five weeks.

At the present time an employee may select from ten different work stations. This selection/assignment is for a period of one week, however, a degree of flexibility is built into this rule

A certificate is given at the end of the employee's exploratory experiences in the Business Management Section. This certificate lists each work station and all available practice tasks. Each activity that an employee completes is initialed by an instructor. If an employee completes all practice tasks, then he/she receives a special seal on his/her certificate.

An Employee Evaluation Form is kept daily in the Business Management Section. An employee is evaluated in several areas; cooperation, proper speech, accuracy, promptness, etc. After an employee receives four X's (symbol for good work) in all areas he/she will receive a Stock Redemption Coupon.

BUSINESS WORK AREAS

FORM NUMBER 40

FOR WEEK OF_____

PERIOD_____

TIMEKEEPER/ RECEPTIONIST:	1.
	2.
CASHIER::	1.
	2.
	3.
	4.
ACCOUNTING:	1.
TYPING:	1.
	2.
	3.
	4.
PERSONNEL:	1.
BUSINESS FORMS/DITTO	1.
ORDER DESK:	1.
ADDING: (CR)	1.
	2.
STOCK CONTROL	1.
FILING:	1.
	2.

WEEK:____1st
____2nd
____3rd
____4th
____5th

EMPLOYEE EVALUATION CHART

BUSINESS

NAME	Business Appearance	Stays at Work Station	Accuracy Cleaned Area	Cooperation	Dependability	Proper Speech	Interest Attitude	Promptness	Accepts Job Assigned	Rating	REMARKS
Simpkins, David	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	X	X	X		Money
Douglas, Susan	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXX	XXX	XXX	✓	
Spear, Toby	X-XX	X-XX	X-XX	X-XX	X-XX	X-XX	X-XX	X-XX	X-XX		
Vitella, Chuck	XXXX	XXXX	XXXX	XXXO	XXXX	XXXX	XXX	XXX	XXX		

Color Code

Monday.....Brown
Tuesday.....Red
Wednesday...Green
Thursday....Blue
Friday.....Black

Rating Code

X=Symbol for good work
0=Symbol for poor work
-=Symbol for absence

After four X's in each box the employee receives a Stock Redemption Coupon.

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Darmstadt Career Center

Career Exploration Program

Certificate of program participation

is awarded to _____

_____
Program Coordinator

_____
Instructor

This ____ **day of** _____ **19**

_____
Instructor

Darmstadt, Germany

_____
Instructor

PERSONNEL

Employees: one or two

Forms:
- # 1 Interview Sheet/Application
- #39 School Attendance Report
- #16 Individual Timekeepers Report
- #54 Personnel Check Sheet

Equipment:
- Desk/Chair
- File Cabinet
- Folders/Index Cards

Personnel keeps all records and information on all employees in the Project DECIDE Program.

Each employee has a card containing name, school, grade, sex and assigned work area. Personnel is responsible for making these cards and keeping them up-to-date; especially the work area information. Personnel has all employees fill out a Form #1.

Personnel is responsible for completing Form #16 for Receptionist/Timekeeper (school, grade, and area) and filing this form in the employee's folder. He must transpose the attendance from Form #17 to individual school attendance reports, #39, and address envelopes to the feeder schools.

PROJECT DECIDE

Interview Sheet

Form #I

NAME_____

Grade_____ Sex_____

Home School_____

Time (period) _____ A.M. _____ P.M.

PERSONAL INFORMATION

Date of Birth_____ Home Tel._____
(month) (date) (year)

Home Address_____ Mother's Name_____

_____ Father's Name_____

CLASS RELATED INFORMATION

Things you like to do (hobbies/interests:

1.

2.

What subjects you enjoy taking in school:

1. 3.

2. 4.

Have you ever worked? Yes-no

Did you get paid? Yes-no

Did you like the job? Yes-no

What kind of work?_____

Circle the area that you have selected:

Food Service Business Household Skills Graphics

Wood Production Agriculture Personal Appearance

SIMPKINS, David G.

School	Sex	Grade
DCC	M	8

Area; W.P. - Jan. II
B - Mar. I

INDIVIDUAL TIMEKEEPER'S REPORT Form Number 16

NAME _____ PERIOD _____ A.M. _____ P.M.

DATE _____
(month) (date) (day)

SCHOOL _____ GRADE _____ AREA _____

Timekeeper's Signature _____ Personnel Clerk's Signature _____

SCHOOL ATTENDANCE REPORT
CAREER EXPLORATION X
DARMSTADT CAREER CENTER

FORM NUMBER 39
PERIOD ___ A.M
___ P.M.

SCHOOL _____

STUDENTS NAME	GRADE	DATE

DATE PREPARED _____ SIGNATURES _____

_____

RECEPTIONIST/TIMEKEEPER Employees: one or two

Forms:
- #16-Individual Attendance Report
- #17-Total Attendance Report
- #25-A, B, and C-Sign-In Sheets
- #48-Instruction/Checklist
- Attendance Cards-Index Cards

Equipment:
- File Cabinet/Box
- Desk/Chair

The Receptionist/Timekeeper is in charge of having all employees sign in each day. An alphabetical attendance card system lists each student. After incoming employees have signed in, the R/T removes the cards for each employee who has signed in (people here). The cards remaining are for absent employees. The R/T then records the names of absent employees on Form #17, then checks with each instructor on the absent employees in each area--this is a means of 'double-check.' The R/T then prepares Form #16 with name, date, and period and gives Form #16 to Personnel. Personnel completes the information and returns Form #16 to R/T. The R/T then prepares two copies of Form #17 and gives one copy to Personnel and one copy to the Director. Forms #16 are returned to Personnel.

The R/T is responsible for meeting and greeting visitors and answering the telephone.

Example of Attendance Card (3x5 card)

SIMPKINS, David G.

INDIVIDUAL TIMEKEEPER'S REPORT Form Number 16

NAME _____ PERIOD _____ A.M. _____ P.M.

DATE _____ _____ _____
(month) (date) (day)

SCHOOL _____ GRADE _____ AREA _____

Timekeeper's Signature _____ Personnel Clerk's Signature _____

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TIMEKEEPER'S REPORT-TOTAL

DATE _____
(month) (date) (day)

PERIOD: _____A.M.

_____P.M.

CHECKED ON # 39	STUDENT'S NAME	SCHOOL	GRADE	AREA

TIMEKEEPER'S SIGNATURE _____

PERSONNEL--has this been checked on # 39 Yes_____

Personel signature: _____

SIGN IN SHEETS

FORM 25-A

Timekeeper's Signature:

Date _____
(month) (day) (year)

_____

Period _____ A.M. _____ P.M.

Last Name	First Name

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TIMEKEEPER'S CHECKLIST FORM NUMBER 48

1. Have people sign in.
   step one completed ☐

2. Check people that are here and place cards in one pile.
   step two completed ☐

3. The cards left in the file are the people that are absent. Place them in one pile and write names on calendar.
   step three completed ☐

4. Fill out Form #17--name only at this time of each person absent.
   step four completed ☐

5. Go to each teacher and check accuracy of your list (#17) in each area--with the teacher's list of students absent.
   step five completed ☐

6. Fill out Form #16 for each person absent--name, date, period.
   step six completed ☐

7. Give Form #16 to Personnel
   Step six completed ☐

8. File all the cards (attendance cards).
   step eight completed ☐

9. Get Form #16 back from Personnel -- complete TWO copies of Form #17 (Total Attendance Report).
   step nine completed ☐

10. Give one copy of Form #17 to personnel and one copy to Mr. Farinella. (Signed--Dated??)
    step ten completed ☐

11. Clean-up area, file all papers.
    step eleven completed ☐

12. Work on a PRACTICE SET if you have extra time.
    step twelve completed ☐

13. Get one copy each of Form 25-A; 25-B; and 25-C. Date each form, and place on Receptionist/Timekeeper desk for next period.
    step thirteen completed ☐

DATE: _____ SIGNATURE _____
(Month) (Date) (Day)

CASHIER--A.M.

Employees: four

Forms:

1. #13-Lunch Order Form
   #13/A-Pick-up Form
2. #33-Order List
3. #45/A-Cashier Checklist
4. #14-Delivery Form
   COD Slips

Equipment:
- Cash Box
- Adding Machine
- Trays
- Desk/Chair
- Carbon Paper
- Stamps/Pad

Position One: The worker at position 1 is responsible for seeing that lunch order forms (#13) are available. Also, position 1 tells the customers what is available for sale and any other necessary information. Position 1 has the limits of food available and checks off each order. His responsibility is to see that business does not oversell. After processing a lunch order, he gives it to position number 2.

Position Two: The worker at position 2 is responsible for double checking to see that we do not oversell. The employee works closely with position 1 on control. Position 2 notifies the kitchen at 10:30 and again at 11:05 with a tally sheet (#33) of orders processed, and if delivery or pick-up. Position 2 also checks pick-up slips for accuracy.

Position Three: This worker is in charge of accepting all money, making change, etc. He performs a cash count and tally immediately every day. After checking the accuracy of the cash box at the beginning of the work day, Position 3 notifies the cashiering line that orders may be processed.

This worker receives money for any type of order, makes necessary change, and keeps a running total on an adding machine tape. At 11:15 the employee must make out the COD cash box. When the cashiering line closes at 11:00 position 3 totals the cash receipts tape (adding machine), counts the money and prepares a cash receipts form. He also notes if the cash tally is over or short and how much so. He leaves all necessary information in the cash box for the afternoon worker to use in preparing cash reports.

Position Four: Employee 4 collects orders from the teacher's lounge and gives them to position 1 for processing. Employee 4 is responsible for stamping any type of order that is paid for and separating the orders into pick-up or delivery boxes. For delivery he must prepare a delivery form (#14), and place a COD slip with it if the order is COD. He takes the orders to the kitchen at 10:30 and 11:05.

LUNCH ORDER FORM

FORM NUMBER 13

DATE	NAME	DELIVER TO	PICK-UP

ITEM	PRICE	NUMBER	TOTAL
Hamburger-w/trimmings	.50		
Ham & Cheese Sandwich	.50		
Submarine Sandwich	.75		
Tuna Fish Sandwich	.35		
Chef Salad	.75		
Salads (assorted)	.25		
Hot Soup	.40		
Hot Chocolate	.15		
Hot Tea	.15		
Lemonade	.15		
Milk Shake (chocolate/vanilla) (circle one)	.40		
"The Slenderizer"	1.25		
Fresh Homemade Cake	.30		

1	2	3	4	COD	Grand Total $	

SPECIAL INSTRUCTIONS:

DELIVERY ORDERS Form Number 14

NAME _____ DATE _____
(month) (date) (day)

ITEMS _____

_____

_____

DELIVER TO _____ _____
(signature----checker--Post. # 4)

Amount Due $$$ _____

DELIVERY ORDER Form Number 14

NAME _____ DATE _____
(month) (date) (day)

ITEMS _____

_____

_____

DELIVER TO _____ _____
(signature---checker # 4)

AMOUNT DUE $$ _____

DELIVERY ORDER Form Number 14

NAME _____ DATE _____
(month) (date) (day)

ITEMS _____

_____

_____

DELIVER TO _____ _____
(signature----checker # 4)

AMOUNT DUE $$ _____

DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	SPECIAL INSTRUCTIONS
HAMBURGER		SUBMARINE		TUNA FISH		EGG SALAD		DRINKS		MILK SHAKES		SLENDERIZER		HOT SOUP		CHEF SALAD		A. VANILLA B. CHOCOLATE
								ASSORTED SALAD		CAKE PIE		HAM & CHEESE						

ORDER LIST FORM NUMBER 33 DATE _____ SIGNATURE _____
(month) (date) (day)

This is The 10:30 Tally ___
This is The 11:00 Tally ___

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CASHIER CHECKLIST-A.M. Form Number 45-A

1. Count your money..... Amount $_____

2. Prepare cash box for High School selling:
Place in COD box.

10 Nickels	.05	$ .50
5 Dimes	.10	.50
8 Quarters	.25	2.00
7 Dollars	1.00	7.00
	Total	$10.00

Step 3 completed _____

3. Close at 11:00. Total adding machine tape. TOTAL $ _____
Date and sign tape. Place in cash box.
Step 3 completed _____

4. Count your money Amount $ _____
Step 4 completed _____

5. Step 1 plus (add) Step 3 should equal Step 4.
Write the difference here DIFFERENCE $ _____
Circle short or over.

6. Count money into COD (cash on delivery) box for lunch time sales. SAME AMOUNT AS STEP 2.
Step 6 completed _____

Keep a record (below) of all PICK-UP & PAY and COD
Mark off when they pay.....

PICK-UP & PAY (Name & Amount) COD (Name & Amount)

_____ _____

_____ _____

_____ _____

SIGNATURE _____ DATE _____
(Month) (Date) (Day)

Leave this form in the cash box.

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CASHIER-P.M.

Employees: one

Forms:
- #45-B-Cashier Check List
- #61-Currency Tally Sheet
- #36-Weekly Cash Report

Equipment:
- Cash Box
- Adding Machine
- Desk/Chair

This employee is in charge of making complete cash reports on all money received during the entire work day.

He counts the money in the COD cash box and records the profit; then prepares a cash box for the morning Cashier using the information provided on check sheet (#45-B). The next step is to count the A.M. and P.M. snack break money and record. The Cashier then records the totals of the A.M., Lunch, P.M. adding machine tapes, COD'S, and snack breaks to get the total of the money that should have been received today. He/she counts the money and fills out form #61. He/she makes a comparison of actual money on hand/recorded (all tallies as well as the checker's form #35). A Short or Over tally is prepared and transactions are recorded on form #36 and in the Cash Receipts Ledger Book. All papers are filed in the Cashier file.

CASHIER-CHECK LIST P.M.
Project Decide

FORM NUMBER 45-B

NAME _____

DATE _____
(month) (date) (day)

1. Get the forms you need for your area:
   A. Weekly Cash Report (#36)--begin this form on Monday and continue to use the same one throughout the week.
   B. Individual Cash Report (#61)--need a new one each day.
   C. Envelope

   Step 1 completed ☐

2. Write your name and today's date on ALL papers.

   Step 2 completed ☐

3. Count money in COD (cash on delivery) box. Write this amount.

   AMOUNT $_____

   Subtract $ 10.00

   Difference $_____ = COD profit for today

   Step 3 completed ☐

4. Put all money into COD cash box.

   Step 4 completed ☐

5. Count out $20.10 to leave in the cash box for change. This is necessary so the morning cashier will have change when he/she sells. LEAVE in the regular cash box:

   10 Pennies.....00.10

   40 Nickles.....02.00

   40 Dimes.....04.00

   16 Quarters.....04.00

   10 Ones (bills).....10.00
   TOTAL $20.10

   Step 5 completed ☐

Record of Afternoon Cash Receipts

Name	Item	Amount

Page 2 CASHIER CHECK LIST

NAME _____

FORM NUMBER 45-B

DATE _____
(month) (date) (day)

6. Count A.M. and P.M. snack break money and record in Steps 7-D & E. Place this money with today's cash receipts.

   Step 6 completed ☐

7. What money is shown on the receipts for today?

   A. Morning Adding Machine Tape..... _____

   B. Lunch Adding Machine Tape..... _____

   C. COD'S (from Page one)..... _____

   D. A.M. Snack Break..... _____

   E. P.M. Snack Break..... _____

   F. Afternoon Adding Machine Tape..... _____
   (Money P.M. Cashier receives)

   G. Other..... _____

   TOTAL..... _____ (A)

   Step 7 completed ☐

8. Count your money and fill out Form #61.....
   Write amount here..... _____ (B)
   What is the difference between A and B?
   This is the amount you are SHORT or OVER..... _____

   COD'S FOR TODAY (Not Paid) $ _____

   Step 8 completed ☐

9. Record amount from Form #35..... _____ (C)
   What is the difference between C and B..... _____ (D)

   Step 9 completed ☐

10. Place money in envelope with completed Form #61. Write on envelope.
    A. Signature
    B. Date
    C. Amount

    Give the envelope to a teacher--enter date and amount of cash received for deposit today in ledger (located in desk drawer).

    Step 10 completed ☐

INDIVIDUAL CASH REPORT FORM NUMBER 61

AREA _____ DATE _____
(Month) (Date) (Day)

CURRENCY	NUMBER	VALUE
$20.00	_____	$_____
$10.00	_____	$_____
$ 5.00	_____	$_____
$ 2.00	_____	$_____
$ 1.00	_____	$_____
$ .50	_____	$_____
$ .25	_____	$_____
$ .10	_____	$_____
$ .05	_____	$_____
$ .01	_____	$_____
	SUBTOTAL	$_____

ROLLS

Quarters	_____	$_____
Dimes	_____	$_____
Nickels	_____	$_____
Pennies	_____	$_____
	SUBTOTAL	$_____

NAME

CHECKS: _____	_____	$_____
CHECKS: _____	_____	$_____
CHECKS: _____	_____	$_____
	GRAND TOTAL	$_____

SIGNATURE: _____

AMOUNT FOR STOCK: $ 128

DECIDE

WEEKLY CASH REPORT FORM NUMBER 36

DATES: From _____ To _____

Day/Date	Total Cash Received	Signature
MONDAY Date_____	$ _____	1. _____ 2. _____
TUESDAY Date_____	_____	1. _____ 2. _____
WEDNESDAY Date_____	_____	1. _____ 2. _____
THURSDAY Date_____	_____	1. _____ 2. _____
FRIDAY Date_____	_____	1. _____ 2. _____
TOTAL CASH FOR WEEK	$_____	1. _____

CASHIER - P.M.- CHECKER

Employees: one

Forms:

#45-Checker Check List
#33-Order List
#35-Cash Receipts

Equipment:
Adding Machine
Desk/Chair

The employee, cashier checker, collects the cancelled food order forms from Food Service and tallies and totals them on form #33. He then checks with the Food Service Manager on accuracy of totals He lists all transactions (memos, wineracks, etc.) on form #35 (triplicate) which includes item, price, number sold and total. He uses the calculator to compute this information. As a double check another employee totals food order forms. The information for the memos, wineracks, etc. is obtained form the employee at the order desk. The Cashier Checker distributes copies of #35 to Food Service, Acoounting, and files one in the Cashier file. He works closely with the other P.M. Cashier inexchanging information. He prepares forms for the morning cashier and files the completed forms.

CHECKER-P.M. CHECK LIST FORM NUMBER 45-C

You'll need 4 copies of Form #33
3 copies of Form #35
carbon sheets

1. Collect Lunch Order forms from kitchen. (blue tray and orange tray)
   Step 1 completed ____

2. Enter food orders on ORDER LIST (#33). Total each item--take to kitchen and check with Food Service Manager for accuracy of totals.
   Step 2 completed ____

3. Complete 3 copies (carbons) of cash receipts form (#35).
   Be sure to include these items:

   EACH FOOD ITEM
   Snack Break--A.M. } from Cashier
   Snack Break--P.M. }
   Special Orders } from
   Personal Appearance } folders
   Pillows
   Macrame
   Memos
   Wineracks } from order desk
   Trivets
   Signs
   Plants

   List any item or items that were sold today --and money was received.

   TOTAL OF #35 ____

   Do not completed until 1:30.
   Add--Check--Let Business Manager (teacher) check.
   File one in Cashier Drawer, one to kitchen, and one to Accounting.
   Step 3 completed ____

4. Total Lunch Orders. Have someone else total for a double check.
   Staple adding tape with orders and file in cashier drawer.
   Step 4 completed ____
   ____
   Total Lunch Orders

5. Give total from Step 3 to Cashier.
   Step 5 completed ____

6. Make order list for tomorrow (3 order lists (#33) 2 carbon sheets)
   Step 6 completed ____

7. File today's papers in Cashier Drawer.
   Step 7 completed____

8. Clean up your area. Step 8 completed ____

9. Date, sign, and file this check sheet. (Cashier Drawer)
   Step 9 completed ____

SIGNATURE_____ DATE _____
(month) (date) (day)

DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	DELIVER	PICK-UP	SPECIAL INSTRUCTIONS
HAMBURGER		SUBMARINE		TUNA FISH		EGG SALAD		DRINKS		MILK SHAKES		SLENDERIZER		HOT SOUP		CHEF SALAD		A. VANILLA B. CHOCOLATE
								ASSORTED SALAD		CAKE PIE		HAM & CHEESE						

ORDER LIST FORM NUMBER 33 DATE _____ SIGNATURE _____
(month) (date) (day)

This is The 10:30 Tally ——
This is The 11:00 Tally ——

CASH RECEIPTS $$$$$$$$ FORM NUMBER 35

TRANSACTIONS	PRICE	NO. SOLD	TOTAL

Grand Total$ _____

SIGNATURE _____ DATE: _____
(month) (day) (year)

ACCOUNTING

Employees: one

Forms:
- #35 Cash Receipts
- #41 Weekly Tally Sheet

Equipment:
- Adding Machine
- Storage Area
- Desk/Chair

The Accountant keeps records of all transactions involving sales of merchandise in Project DECIDE. The information is obtained from the Cash Receipts Form (#35) on a daily basis. Form #35 (prepared by the P.M. Cashier Checker) lists each item, price, number sold and totals. The Accountant records this information on the Weekly Tally Sheet (#41). There is a separate folder for each item sold. At the end of the week the Accountant totals Form 41 and prepares a monthly tally from the totals.

WEEKLY TALLY SHEET

FORM NUMBER 41

ITEM: Hamburger

FROM: MONTH Dec DATE 5

PRICE PER UNIT: $ .50

TO: MONTH Dec DATE 9

DAY OF WEEK	NUMBER SOLD	$ TOTAL $	COMMENTS
MONDAY 5 (date)	20	10.00	
TUESDAY 6 (date)	19	$9.50	
WEDNESDAY 7 (date)			
THURSDAY 8 (date)			
FRIDAY 9 (date)			

GRAND TOTAL....._____.....$_____.....

TOTAL SOLD FOR WEEK _____

TOTAL AMOUNT OF MONEY RECEIVED $ _____

SIGNATURES _____ DATE PREPARED _____

_____

TYPING

Employees: one to four

Forms:
None

Equipment:
Typewriter
Desk/Chair

If employees have typing skills then this is emphasized and utilized; however, if they have had no formal training, they use the typewriters as an exploratory technique. This gives the employees a chance to evaluate if he/she would have interest in a regular typing course at a later date.

ADDING

Employees: two

Forms:
#18 Instruction Sheet

Equipment:
Adding Machine
Controlled Reader
Desk/Chair

The employees work to develop and reinforce touch skill on the ten-key adding machines. They use a worksheet which utilizes the ten-key adding machine workbook and a controlled reader. The employees use the adding machines to check tallies (weekly and monthly) and check food orders. They also use adding machines at some of the other work stations.

ADDING MACHINE FORM FORM NUMBER 18

NAME: _____ PERIOD: ____A.M. ____P.M.

Lesson 1: A. Do pages 5 & 6 - each problem 2 times — Teacher's initials

1. Page 5 completed (all problems) _____
2. Page 6 completed (all problems) _____

B. Film Strip 10K-1

Correct

1. SPEED - 20
   6 problems out of 7 correct ☐ _____
2. SPEED - 30
   5 problems out of 7 correct ☐ _____
3. SPEED - 40
   5 problems out of 7 correct ☐ _____

Lesson 2: A. Do pages 7 & 8 - each problem 2 times

1. Page 7 completed (all problems) _____
2. Page 8 completed (all problems) _____

B. Film Strip 10K-2

Correct

1. SPEED - 20
   5 problems out of 6 correct ☐ _____
2. SPEED - 30
   5 problems out of 6 correct ☐ _____
3. SPEED - 40
   5 problems out of 6 correct ☐ _____

Lesson 3: A. Do pages 9 & 10 - each problem 2 times

1. Page 9 completed (all problems) _____
2. Page 10 completed (all problems) _____

B. Film Strip 10k-3

Correct

1. SPEED - 20
   5 problems out of 6 correct ☐ _____
2. SPEED - 30
   5 problems out of 6 correct ☐ _____
3. SPEED - 40
   5 problems out of 6 correct ☐ _____

WEEKLY TALLY SHEET

FORM NUMBER 41

ITEM: Hamburger

FROM: MONTH Dec DATE 5

PRICE PER UNIT: $ .50

TO: MONTH Dec DATE 9

DAY OF WEEK	NUMBER SOLD	$ TOTAL $	COMMENTS
MONDAY 5 (date)	20	10.00	
TUESDAY 6 (date)	19	$9.50	
WEDNESDAY 7 (date)			
THURSDAY 8 (date)			
FRIDAY 9 (date)			

GRAND TOTAL.....$.....

TOTAL SOLD FOR WEEK _____

TOTAL AMOUNT OF MONEY RECEIVED $ _____

SIGNATURES _____ DATE PREPARED _____

MONTHLY TALLY SHEET

ITEM: _____

TOTAL: _____

MONTH	NUMBER SOLD	$ TOTAL	COMMENTS
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			

GRAND TOTAL _____ $_____

TOTAL SOLD FOR MONTH _____

TOTAL AMOUNT OF MONEY RECEIVED $_____

SIGNATURES _____ DATE PREPARED

_____ _____

BREAK CASHIER

Employees: one or two

Forms:
#32 Break Cashier Tally

Equipment:
Cash Box
Desk/Chair

The duties of the Break Cashier are: to keep an accurate account of all monies taken in for food items sold during the one-hour break. (The break is made up of ten-minute intervals to accommodate employees from the various areas.) The position involves counting the money ten minutes before the start of the break to ascertain that the correct amount of money ($10.25) was left in the cash box by the previous Cashier.

During the actual sale of food, the Cashier accepts money, makes change and records the items sold. After the break the money is counted, leaving the original $10.25 in the cash box. The balance is placed in an envelope. The Break Cashier records on the envelope the amount of money in envelope, his/her name, PM/AM session, and the current date. The student audits the paperwork and compares his/ her records with the money received.

Snack Break Period: ___ Date: _____
(Mo.) (Day) (Year)

List Item & Price - Always Mark Down each Time You Sell Something

Signature: _____ 141 Total of Tally Sheet # _____

Total Money # _____

Over or Short # _____

BUSINESS FORMS/DUPLICATING

Employees: one

Forms:
#4-Ditto Request

Equipment:
Ditto Machine
.File Cabinet
Desk/Chair

This employee is responsible for handling out all business forms. He also must check the supply of each form and reproduce the forms that are low in stock. He is trained the first day on the job in the operation of the ditto duplicating machine and is responsible for processing dittos from the high school area.

DITTO REQUEST

FORM NUMBER 4 (four)

NAME _____

DATE _____
(month) (date) (day)

Time submitted: _____

Time needed: _____

Description of Form (number-title) _____

Number of Copies Needed _____

Pick-up in Graphics _____

Deliver to Business Area _____

Comments or Special Instructions: _____

_____

_____

_____

Business Instructions: Take a copy of this form (4) to the Graphics area with the ditto to be run.

PRACTICE SETS

Employees: One to Ten

Forms:
#19-Practice Set Record

Equipment:
Adding Machine
Pocket Calculator
File Boxes
Calendar
Play Money

The practice sets were developed to provide some background understanding of the activities in business. At present we have 14 practice sets developed for Project Decide and are utilizing four from the packaged program of Project Discovery.

Each PS was developed to correspond with some aspect of a work station. For example the numerical filing set corresponds with the practical application of numerical filing utilized at the Business Forms work station.

The PS check list (19) is kept in the employee's personnel folder. Each time an employee completes a practice set, he/she will have the personnel employee pull his/her folder and an instructor initial the set completed.

The PS provide excellent input into the assessment and recognition of a student's strengths and weaknesses.

The PS are constructed so that all students can experience a level of success. Naturally, for a strong student they serve as an additional means of exploration. For a weaker student they not only serve as a means of exploration but also as a learning task.

FORM NUMBER 19

PRACTICE SET RECORD (keep in your personnel folder)

1. DICTIONARY: DATE: _____ TEACHER'S INITIALS _____
2. MONEY: DATE: _____ TEACHER'S INITIALS _____
3. INVENTORY: DATE: _____ TEACHER'S INITIALS _____
4. STUDENT FOLDER DATE: _____ TEACHER'S INITIALS _____
5. CALENDAR: DATE: _____ TEACHER'S INITIALS _____
6. CALCULATOR: DATE: _____ TEACHER'S INITIALS _____
7. TIME: (reading a clock) DATE: _____ TEACHER'S INITIALS _____
8. MATH SHEET: DATE: _____ TEACHER'S INITIALS _____
9. ACCOUNTING: DATE: _____ TEACHER'S INITIALS _____
10. STOCK CONTROL: DATE: _____ TEACHER'S INITIALS _____
11. FILING I: (simple alphabetical filing) DATE: _____ TEACHER'S INITIALS _____
12. FILING II: DATE: _____ TEACHER'S INITIALS _____
13. FILING III: DATE: _____ TEACHER'S INITIALS _____
14. FILING IV: (numerical number filing) DATE: _____ TEACHER'S INITIALS _____

DICTIONARY USE

NAME _____ PERIOD _____

DATE _____
(month) (date) (day)

___1.	Accountant	A. An office employee who receives callers, gives information, etc.
___2.	Business	B. A timepiece, anyone who keeps account of hours worked by employees.
___3.	Calculator	C. A person in charge of the cash transaction of a bank or business or store.
___4.	Cashier	D. One's work; occupation; profession 2. rightful concern or responsibility.
___5.	Currency	E. An itemized list of goods, property, etc. as of a business, often prepared annually.
___6.	Customer	F. One whose work is to inspect or keep accounts or records.
___7.	Deposit	G. An asking for something.
___8.	Inventory	H. To obtain for money; buy 2. to buy
___9.	Menu	I. A detailed list of the foods served at a meal; bill of fare.
___10.	Personnel	J. 2. the money in circulation.
___11.	Purchase	K. To place or entrust, as for safe-keeping as to deposit money in a bank.
___12.	Receptionist	L. Persons employed in any work, enterprise service, etc. of or in charge of personnel keeping records on employees.
___13.	Request	M. To convey, carry, send, etc. from one person or place to another
___14.	Timekeeper	N. A person who calculates, 2. a machine for doing rapid addition, substraction, multiplication, and division.
___15.	Transfer	O. A person who buys, esp. one who buys or patronizes, an establishment regularly.

DIRECTIONS: Use the dictionary to look up the words, then place the correct definition letter next to the word (matching)

When completed have the instructor check this on the Practice Task Record in your personnel folder.

NAME _____ DATE _____
(month) (date) (day)

USE Pocket Calculator

PERIOD: _____ A.M. _____ P.M.

1.	2.	3.	4.
1	22	125	55.75
6	44	321	18.30
2	55	150	10.00
7	62	225	11.25
9	89	100	12.00
1	59	175	50.00
8	73	140	17.75
5	45	225	16.85
7	55	185	28.90
7	55	165	35.45
9	87	565	62.65
4	35	805	75.75
3	75	456	20.00
5	25	123	10.00

5. $ 10.00
-5.00

6. $ 25.55
- 5.55

7. $ 17.95
-11.98

8. $ 86.85
-16.00
+ 5.00
- 4.98

9. 4 X 2 = _____

10. 12 X 12 = _____

11. $ 2.50 X 5 = _____

12. $ .75 X 3 = _____

13. 10 ÷ 2 = _____

14. 100 ÷ 25 = _____

15. $ .25 X 4 = _____

16. $ .50 X 16 = _____

17. $ .75 X 18 = _____

18. $ .40 X 9 = _____

19. $ .35 X 5 = _____

20. $ .40 X 15 = _____

CALENDAR PRACTICE SET PERIOD ____A.M. _____P.M.

NAME _____ DATE _____
(Month) (date) (day)

1. Your birthday in 1973 is in _____
(month) (date) (day)

2. How many months in a year? _____

3. October 11 in 1978 is a _____
(day)

4. December 20, in 1978 is a _____
(day)

5. March 18 in 1978 is a _____
(day)

6. July 10 in 1978 is a _____
(day)

7. The next school holiday is _____
(month) (date) (day)

8. Spring Vacation in 1978 is from _____ TO
(month) (date) (day)

_____.
(month) (date)

9. June has how many days? _____

10. December has how many days? _____

11. February has how many days? _____

SPELL IN ORDER THE DAYS OF THE WEEK (completely)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SPELL IN ORDER THE MONTHS OF THE YEAR (spell completely)

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

CASH TRANSACTIONS

Directions: Work out these problems, using PROJECT DECIDE's lunch order form. (The change they get back)

1. 2 Hamburgers $____
   2 Hot Chocolates $____
   Change from $5.00 $____

2. 2 Hot Soups $____
   1 Kool Aid $____
   Change from $1.00 $____

3. 3 Submarines $____
   3 Milk Shakes $____
   Change from $5.00 $____

4. 3 Chef Salads $____
   2 Hot Soups $____
   Change from $20.00 $____

5. 1 Hamburger $____
   1 Milk Shake $____
   Change from $1.00 $____

6. 6 Ham & Cheese Sandwiches $____
   Change from $10.00 $____

7. 4 Tuna Fish Sandwiches $____
   2 Slices of Cake $____
   Change from $10.00 $____

8. 2 "Slenderizers" $____
   2 Teas $____
   2 Snack Sacks (.25¢ each) $____
   Change from $5.00 $____

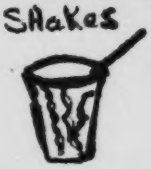
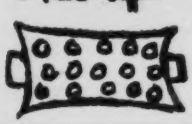
Signature_____ Date_____
(month) (date) (day)

Period_____

CASH TRANSACTIONS

SAVING MONEY AT SNACK BREAK SALES sheet B

Directions: Subtract the sale price of the item from the regular price to find how much you can save at a sale. Write your answer in the column at the right.

ITEM	REGULAR PRICE	SALE PRICE	YOU SAVE
Cookies	$ .05 each	3 for .10¢	$_____
Pie	$ .30 a slice	8 slices for $ 2.00	$_____
Milk Shakes 	$ .20 a shake	4 shakes for $ .70	$_____
Quick Energy Pick-ups 	$ .05 each	6 for $ .25	$_____

SIGNATURE_____ DATE_____
(month) (date) (day)

Period _____

CASH TRANSACTIONS

Buying Project DECIDE Items Sheet C

Below is a list of various items that Mary and Bill could buy. Figure out the cost for each of the items and find a total for the whole list.

Number	Item	Unit Cost	Total Cost
2	Small Spider Plants	$ .50	$_____
1	Wine Rack	$2.50	$_____
4	Trivets	$1.00	$_____
2	Medium Pillows	$2.50	$_____
5	Octopuses	$2.00	$_____
4	Macrame Owls	$4.00	$_____
6	Hair Shampoos	$ .15	$_____
2	Manicure	$ .10	$_____
230 sheets	Memo Sheet/Pad	$ .02	$_____
150 sheets	Stationery	$ .02	$_____

Total $_____

Signature_____ Date_____
(month) (date) (day)

Period _____

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CAPITAL FUND (STOCK) CLERK

Employee: one

Forms:

#3-CF Clerk Checklist
#2-Daily Stock Computation Chart
#61-Currency Cash Report
Stock Redemption Coupon
Stock Certificate

Equipment:

Cash Box
Ledger Paper
Stamp Pad
Storage Area

The Capital Fund Clerk is responsible for accepting and recording the Stock Redemption Coupon from the individual employees. The CFC issues a 'Stock Certificate' for each Stock Redemption Coupon received. He/she keeps records of who turns in Stock Certificates, money value redeemed for, date, and employee's work area. The CFC also keeps records of the number of Stock Certificates outstanding, computes the amount of money to be deposited in the stock fund daily, and figures the daily current share value of the stock.

The CFC counts the money immediately upon arrival at his/her work station and again at the end of the work period (form #61).

When an employee receives a Stock Certificate, he/she may keep it in his/her personnel folder and redeem it at a later date and hopefully, at a higher rate.

CAPITAL FUND CLERK-CHECK LIST Form Number 3

NAME _____ DATE _____
(month) (date) (day)

Get forms: # 2
61

1. Count Money--there should be a currency sheet (#61) in the cash box--just check to see if it is correct.
TOTAL AMOUNT OF MONEY $_____

2. Count the number of OUTSTANDING STOCK CERTIFICATES in Ledger.

OUTSTANDING STOCK: stock that has been issued but not redeemed for money.
TOTAL NUMBER OF OUTSTANDING STOCK_____

3. Go to each area and get the number of STOCK COUPONS they will issue today (A.M. & P.M.)

Business..... _____
Food Service.. _____
Graphics..... _____
Personal App.. _____
Wood Products..... _____
Household Skills..... _____
Horticulture..... _____

TOTAL NUMBER OF STOCK TO BE ISSUED..... _____

4. Fill out form # 2. Add this Amount of money to cash already in cash box.

Stock amount from form # 2.....$_____
Amount from Step # 1 .....$_____

TOTAL AMOUNT OF MONEY FOR TODAY.....$_____

5. Divide amount of money (step # 4) by the number of Stock. (Steps # 2 plus step # 3 gives total number of Stock).

Total Stock) ( ) Total Money (step # 4) -- Do = C.S.V

= Current Share Value

= C.S.V - Money

SEE BUSINESS MANAGER.....

6. Write the CURRENT SHARE VALUE on the board.

7. I--Steps to record when an employee wishes to REDEEM
   a. record the date and period in the date column
      EXAMPLE-- 25 Nov PM
   b. take employee's 'stock redemption coupon' and print his/her name in employee name column (2nd column)
   c. if he/she wants money (to redeem)--then write the value (today's) in the AMOUNT column (3rd column).
   d. Have him/her sign name in SIGNATURE column (4th) GIVE HIM/HER THE MONEY
   e. in the area--draw a line to show what area they are in--the area in which the stock redemption coupon was issued.
   f. Stamp date and 'REDEEMED FOR VALUE' on coupon and file

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CAPITAL FUND CLERK--PAGE 2-#3 NAME_____

7. II. if the employee wants a stock certificate
   a. get the first certificate from the correct folder
   b. print name and the number; stamp the date and DECIDE offical on certificate
   c. record the date and name in Capital Fund ledger
   d. record the certificate number in the correct ledger column
   e. give employee the certificate to file in his/her personnel folder

7. III if the employee brings in an OUTSTANDING CERTIFICATE
   a. look at date
   b. find date and certificate in ledger--go by name and certificate number
   c. fill in current value in amount ($) column and have him/her sign name
   d. stamp certificate with date and 'REDEEMED FOR VALUE'

8. At closing fill out a new form # 61--leave in cash box.

AMOUNT OF CASH (end of day) $_____

9. Count the number of employees that received money today.

TOTAL NUMBER RECEIVING MONEY _____

_____ X $_____ = $_____
(total number receiving money)-X-(current value)-=-(total money given out today)

10. CHECK: Step # 4 Amount.....$_____

MINUS----Step # 9 Amount.....$_____

EQUALS===Step # 8 Amount.....$_____

SHORT or OVER.....$_____

GIVE THIS FORM TO THE BUSINESS MANAGER

Clean area, lock-up cash box, work on a practice set.

SIGNATURE: _____

DAILY STOCK VALUE COMPUTATION CHART

FORM # 2

Date_____
(month) (date) (day)

PERIOD____A.M.____P.M.

Step 1: Cash Receipts for the last working day----------$_____(A)
If not more than $25.00-STOP!
Get cash receipts from Form #45-B or Business Manager

Step 2: Cash Receipts (A) minus $25.00----------_____(A)
is the amount over

- 25.00

Amount Over...=_____(B)

Step 3: Take ____% of amount (B)---------- _____(B)
____% is the same as _____

X .____

(B) X .____ = (C)

Stock Amount...=_____(C)

Step 4: Figure (C) is the amount that goes in the stock fund. Record this in the Stock Fund Book & place amount in the Stock Cash Box.

Step 5: Subtract figure (C) from figure (B) to get ----------_____(B)
figure (D).

_____(C)

(B) - (C) = (D)
Figure (D) is the amount that is added to daily deposit in Career Ex. Account.

+ Car. X Dept..._____(D)

Step 6: Add figure (D) to $25.00----------_____(D)

Step 7: CHECK: (C) + (D) + $25.00 = (A) _____(C)

+ $25.00

+_____(D)

Total of Daily Deposit...=_____(E)

SIGNATURE: _____ + $25.00 = _____(A)

DECIDE

Darmstadt Enterprises for Career and Individual Development

This certifies that Stephan Hayes is the owner of 1 share (s) of the Capital Stock of DECIDE. This share carries with it no voting rights and may be redeemed only at the DECIDE offices in accordance with current redemption regulations.

24 APR P.M. REDEEMED IF VALID

In witness to this transaction:

Frank C. Tuinstra

Decide Official

21 APR P.M.

Date of Issue

Certificate Number: B 1547

ORDER DESK

Employees: 1 or 2

Form #57
Form #50

Equipment:
Desk/Chairs
File Cabinet
Storage Cabinet

The employee(s) assigned to the order desk is responsible for accepting and processing customer orders for the products of the wood production, graphic arts, horticulture, and household skills areas. This employee fills out the proper order form, gives a copy to the customer, and sends a copy to the proper department for processing. When the product is complete, the employee at the order desk notifies the customer and completes the delivery process.

ORDER DESK--CHECKLIST FORM NUMBER 57

WHEN YOU TAKE AN ORDER, FOLLOW THESE STEPS AND CHECK OFF EACH.

STEP	First Order ITEM ____	Second Order ITEM ____	Third Order ITEM ____	Fourth Order ITEM ____	Fifth Order ITEM ____
1. Place carbons in order forms.					
2. Number order form (Customer #) get customer # from book--next #					
3. While the customer is filling in order - place their name in book					
4. Check to see order form is completed correctly					
5. Take order apart--give copy to customer, take copy to work area, file copy in correct folder in cabinet					
6. Date and sign their checklist					
7. When you are informed that an order is ready--fill out form #50					
8. Take form #50 (Your Order is Ready) to the person.					

SIGNATURE _____ DATE: _____ PERIOD _____ A.M.
_____ P.M.

VACUUM FORM SIGN

ORDER FORM

FORM NUMBER 60/A

NAME _____ DATE _____

ADDRESS OR _____ PICK-UP _____ MAIL _____

WORK STATION _____

Do not write in this box

INSTRUCTIONS: Fill in size blanks with the written material you wish to have on your sign. (Please print carefully)!

Sign Size 14" X 20"

Black ____ White ____

Total Amount Due

$ _____

Sign Size 14" X 7"

Black ____ White ____

Sign Size 14" X 10"

Black ____ White ____

Sign Size 10" X 7"

Black ____ White ____

Sign Size 7" X 7"

Black ____ White ____

$ PRICES $

14 X 20 = .50¢
14 X 7 = .20¢
14 X 10 = .25¢
10 X 7 = .15¢
7 X 7 = .10¢

Copy 1: Area
Copy 2: Business
Copy 3: Customer

JOB NUMBER _____ (Get From Book)

160

Completed I.P. _____ (Name/Date)

Completed Business _____ (Name/Date)

ORDER FORM

PLEASE PRINT

FORM NUMBER 60

NAME _____ DATE _____

ADDRESS _____ PICK-UP _____ MAIL _____

or work area _____

AM _____ PM _____

Do not write in this box

NAME OF ITEM	COLOR-STYLE PATTERN-TYPE	HOW MANY	PRICE ONE	TOTAL

Line 1:

Line 2:

Line 3:

Line 4:

Line 5:

$$$$$$$$$$

TOTAL PRICE _____

COD (cash on delivery) _____ PAID IN ADVANCE _____

Person receiving order in Business _____

Date Notified _____
(month) (date) (day)

Page 1: Area Copy
(where done)

Page 2: Business Copy
(place in folder)

Page 3: Customer Copy
(give to customer)

THIS ORDER HAS BEEN COMPLETED
(Paid - Picked-up)

_____
Signature/Date

JOB NUMBER _____
(get from book)

Form Number 50

Your Order is Ready. . . . . .

Name _____

Address _____

Date _____ Job No. _____

Items _____

_____

Amount Due $_____ A.M. _____ P.M. _____

COMMENTS _____

_____

_____

.....

Form Number 50

Your Order is Ready. . . . . .

Name _____

Address _____

Date _____ Job No. _____

Items _____

_____

Amount Due $_____ A.M. _____ P.M. _____

COMMENTS _____

_____

_____

FOOD SERVICES

The purpose of food services program is to provide career exploration opportunities for employees (students) in the food services industry, as well as to meet many of the overall objectives of Project DECIDE. The major DODDS' career development objectives addressed by this unit are those concerned with acquiring useful skills for the world of work (motor, match, communication, information processing); those relative to gaining effective work habits (planning work, responsibility, initiative, adapting to working conditions, good health and grooming); providing opportunities for demonstrating career capabilities (e.g., participate in a real work situation) and demonstrating positive work attitudes and values.

Employees (students) interact constantly with customers and sometimes work in teams of two persons (allowing for peer control). Personal appearance and cleanliness are emphasized and stress is put on meeting time schedules. Personal responsibility is a focal point of the operation. Employees rapidly acquire pride in the operation, recognizing the important of this unit's major contribution to the company's cash flow. Since everyone gets the opportunity to try out the desirable, as well as undesirable jobs, employees learn to adapt, recognizing the importance of every job to the whole operation. Sudents train each other in jobs, and a food evaluation team helps to monitor the quality of the goods produced. Creativity is encouraged, and employees help to develop nutrition table tents. All employees (students) are taught the essentials of good nutrution as part of the process.

The food service department is the largest income producing unit. About 55 employees (students) operate this unit. Emphasis is on high quality productivity. There are ten major work stations, each manned by two employees. Employees get to try out each station in the cycle. Purchasing of raw materials is done in cooperation with the business unit. The "Employee of the Week," unique to this unit, is responsible for the ordering. Each employee gets to spend about two days in each occupational role. About 85% of the students get the opportunity to be certified in each job in the unit. Academics are covered relative to: recipe development, measuring and counting, inventory, menu preparation, and ordering.

OBJECTIVES OF PROJECT DECIDE (FOOD SERVICES)

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills
- 1.4.00 Demonstrate Useful Information Processing and Decision Making Skills
- 1.5.00 Employ Useful Interpersonal Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities
- 2.4.00 Adapt to Varied Work Conditions
- 2.5.00 Maintain Good Health and Grooming

3.0.00 Make Career Decisions

4.0.00 Demonstrate Improved Career Capabilities

- 4.2.00 Participate in a Realistic Work Situation in Home, School, or Community
- 4.3.00 Improve Career Program Progress Through Self-Assessment

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.4.00 Value Conservation of Human and Natural Resources in Accomplishing Work
- 6.5.00 Value Work in Terms of Societal and Intercultural Goals
- 6.6.00 Demonstrate Commitment to Fair and Equal Treatment of Women and Minorities

FOOD SERVICE - BASIC AREAS

I. Food Service is to operate as a professional operation in order to give the students a realistic experience of the food service industry as a business.

A. Preparation of Food:

1. Cold Foods: Sandwiches, salads, shakes.

2. Hot Foods: Sandwiches, main dishes, lo-cal plates, soups and sauces.

3. Desserts: Cakes, pies, cookies, candies.

B. Sanitation and Safety: Sanitation is an integral part of all food service operations. The employees have to be aware of their personal hygiene, especially when handling food for the public. They have to be instructed on proper handling, cooking, and storage of food items and equipment.

C. Ordering and Inventory:

1. German grocery orders.

2. Commissary grocery orders.

3. Pricing of food items.

4. Inventory of food items.

5. Inventory of equipment.

D. Nutrition and Menu Planning

1. Recipe development.

2. Procedure charts for sandwich and salad preparation.

3. Monthly menu planning for specials and main dishes.

4. Nutrition studies.

E. Service of Food:

1. Delivery service.

2. Pick-up counter.

3. Cafeteria line service.

4. Waiter/waitress service.

5. Busing service.

II. Equipment

A. Three Separate Work Centers:

1. Hot food preparation.

a. Area #1:
- *3 Ranges with ovens and fans for ventilation
- *2 Refrigerators
- *1 Large freezer
- * Large counter equipment; slicer, chopper, can opener, electric skillets, fryer, griddle, toasters
- * Small kitchen equipment; pots and pans, skillets, bowls, measuring equipment, spatulas, turners, rubber scrapers, cooking spoons, cooking forks, wire whips, tongs, knives, shredders, canisters
- *2 Double sinks

2. Cold food preparation.

a. Area #2:
- *1 Range
- *2 Refrigerators
- *1 Freezer
- *1 Double sink
- * Large counter equipment (examples: shake machine, slicer, etc.)
- * Small kitchen equipment

3. Dessert preparation.

a. Area #3:
* Measuring equipment
* Canisters
* Small kitchen equipment (hand tools)
* Baking pans
* Electric mixers
* Ranges and ovens
* Cooling wax
* Hot pads
* Storage cartons

B. Sanitation and Safety:

1. Large (extra deep) double sink, large hot water tank, dishwasher, washer and dryer, towels, dish cloths, drains, detergents, mops, brooms.

2. Chef hats.

3. Sanitation training filmstrips.

4. Hair nets.

5. Personal test in sanitation and safety.

C. Ordering and Inventory: Equipment

1. Adequate storage space of food items and equipment, possibly a walk-in pantry or very large cabinet space.

2. Proper refrigeration and freezer storage.

3. Market order forms for commissary.

4. German grocery orders.

5. Inventory sheet.

D. Nutrition and Menu Planning: Equipment

1. Recipe file box.
2. Recipe cards.
3. Recipe books (some food service).
4. Nutrition charts and games for employees.
5. Procedure charts for food production.

E. Service of Food: Equipment

1. Large coffee pot.
2. Two sets of silverware.
3. Plastic forks, knives, and spoons.
4. Packets of sugar, salt, pepper, mustard, and catsup.
5. Large and small paper cups (glasses).
6. Three compartment plates.
7. 6", 8", 10" dinner paper plates.
8. Bowls, serving cups (portion cups), 1/4, 1/2, and 1 cup
9. Napkins.
19. Place mats.
11. Large serving trays.

Food Services - An Overall View

Food service employees of DECIDE manage to prepare food for lunches, staff breaks, special orders for clubs and organizations, and meetings.

The A.M. classes prepare most of the sandwiches, soups, salads, main dishes for the lunch. The P.M. classes prepare all the desserts, salads, soups, and special orders. Additionally, they perform ordering and inventory functions.

The Cafeteria Line Service is managed by the food service employees as part of the break incentive for employees. The employees of each area are given a ten minute break to socialize, eat, and rest. The employees arrange the food line with trays of sandwiches, salads, desserts, and beverages.

An employee from the Business Department handles the money and records the food items sold and a bus person clears the tables in the area.

Deliveries and Pick-Ups: The lunch food items can be picked up by customers or delivered to the specified area. The food orders come from throughout the school from students, teachers, and visitors. All the ordering is coordinated with the employees of the Business Department. The food service employees fill the orders and place them on trays for delivery or pick-up.

Evaluation: The food service Instructor and aide confer each day to evaluate employees on their job assignments according to the daily work schedule.

The Behavior Management Chart in food service consist of these areas:

APPEARANCE
- Body cleanliness
- Hair
- Clothing (aprons)
- Hands and fingernails

COOPERATION
DEPENDABILITY
PROPER SPEECH

PROMPTNESS
ACCEPTING JOB ASSIGNED READILY
ATTITUDE AND INTEREST

Stock Program: After four days of excellent work, according to the chart described , the employees are awarded a stock redemption coupon. This reward program is built in to DECIDE for the recognition of good work. A percentage of the daily receipts are set aside for the employees' profit sharing fund. The stock value is computed by the business management sector daily and posted for all employees to see.

The employees can choose to cash their stock certificate in whenever they please.

Employee of the Week: An exceptional worker is picked each week as "The Employee of the Week." This employee gets extra stock in the business and also added responsibilities which are posted.

Employee Food Evaluation Team: This food evaluation team is picked from employees in the food service area which rotate on the team. Their purpose is to evaluate some of the products prepared to insure a high standard of quality and to suggest changes.

Skills Certificate: A skills certificate is awarded at the end of each session before an employee rotates to another area.

On the back of each certificate the individual skills are listed and the instructor initials the ones accomplished by each employee.

FOOD SERVICE
Order Form

_____Instant milk
_____Hot chocolate
_____Cocoa
_____Tea
_____Real Lemon
_____Real Lime

_____Evaporated Milk
_____Condensed Milm
_____Ham
_____Hamburger

_____Paper towels
_____Baggies
_____Saran Wrap
_____Detergent
_____Straws
_____Soup Bowls

_____Baking powder
_____Soda
_____Cinnamon
_____Salt
_____Vanilla
_____Special K
_____Oatmeal

_____Tomato paste
_____Tomato sauce

_____Pickles
_____Olives
_____Olive oil
_____Mayonnaise
_____T.I.
_____French
_____Blue cheese
_____Shortening
_____Oil
_____Graham crackers
_____Marshmellows

Veg:
_____Tomatoes (1-13oz)
_____Corn
_____Green beans

_____Nuts
_____Popcorn
_____Crushed pineapple
_____Raisins

_____Tomato soup
_____Consume
_____

_____Sugar
_____Flour
_____Powdered Sugar
_____Brown Sugar
_____Karo syrup
_____pie filling
_____Coconut
_____Unsweetened chocolate
_____Chocolate chips

_____Frozen mixed veg.

_____Peanut butter chunky
_____Family loaf bread
_____Hamburger buns
_____Lemonade

_____Eggs

CHEESE:
_____Cream cheese
_____American block
_____American sliced
_____Swiss cheese
_____Mozarella

_____Sour Cream
_____Buttermilk
_____Margarine

VEG. & FRUIT:
_____Potatoes
_____Onions
_____Celery
_____Carrots

_____Marshmellow fluff
_____Chocolate Topping
_____Butterscotch Topping
_____Ice cream (Vanilla)

EMPLOYEE NAME	WORK SCHEDULE	TIME: DATE:
		ABSENT:

COLD FOODS:

- Ham & Cheese Sandwich ( )
- Tuna Fish Sandwich ( )
- Egg Salad Sandwich ( )
- Submarine Sandwich ( )
- Shakes; Large ( )
  Small ( )

HOT FOODS:

- Hamburgers ( )
- BLT Sandwiches ( )
- Grilled Cheese ( )
- Hot Luncheon Special ( )

- Soup ( )

SALADS:

- Chef Salad ( )
- " The Slenderizer" ( )
- Assorted Salad:_____( )

DESSERTS:

- Cookies;
- Cakes:
- Pies:
- Candies:

SANITATION & SAFETY:

- Large Equipment
- Small Equipment
- Equipment Storage

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EMPLOYEE NAME

WORK SCHEDULE

TIME: A. M.

DATE:

SERVING:

Deliveries:

Pick-up:

Large coffee pot filled with water _____

Ice Bucket filled with ice cubes _____

Cold Drinks: Make lemonade, Kool Aid, or Iced Tea _____

Hot Drinks: Hot-Chocolate Set-up & Hot Tea Set-up _____

Supplies Set Out:

Napkins in napkin holders: _____
Condiments for lunch: packets of mustard, ketsup, salt, pepper, sugar _____
Cups (Paper) _____
Plastic Flatware _____

RECIPE DEVELOPMENT:

MENU PLANNING & NUTRITION:

SERVICE OF FOOD -- Cafeteria Line:

QUANTITY	Food Item	Price

EMPLOYEE NAME

WORK SCHEDULE

TIME: A.M.

DATE:

ABSENT:

COLD FOODS:

Ham & Cheese Sandwich ( )

Tuna Fish Sandwich ( )

Egg Salad Sandwich ( )

Submarine Sandwich ( )

Shakes: Large ( )
Small ( )

HOT FOODS:

Hamburgers ( )

BLT Sandwich ( )

Grilled Cheese ( )

Hot Luncheon Special ( )

Soup ( )

SALADS:

Chef Salad ( )

"The Slenderizer" ( )

Assorted Salad: _____ ( )

DESSERTS:

Cookies:
Cakes:
Pies:
Candies:

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SANITATION AND SAFETY:

Large Equipment
Small Equipment
Equipment Storage

EMPLOYEE NAME

WORK SCHEDULE

TIME:

DATE:

Serving:

Deliveries:

Pick-up:

Large coffee pot filled with water

Ice Bucket filled with ice cubes

Drinks prepared: iced tea, lemonade, hot tea set-up, hot chocolate set-up

Supplies:

Napkins
Flatware
Cups
Salad Dressings

Condiments: packets of mustard, ketsup, salt, pepper, sugar

FOOD ORDERING & INVENTORY:

MENU PLANNING & NUTRITION:

RECIPE DEVELOPMENT:

AMT.	ITEM	PRICE

DATE:

ABSENT:

COLD FOODS:

Ham & Cheese Sandwich ( )

Egg Salad Filling ( )

Tuna Fish Filling ( )

Chef Salad ( )

Potato Salad ( )

Macaroni Salad ( )

Fruit Salad ( )

Shakes -- Large ( )

Small ( )

HOT FOODS:

Soups:

Sauces:

DESSERTS:

Cookies:

Cakes:

Pies:

Candies:

SANITATION AND SAFETY:

Large Equipment:

Small Equipment:

Equipment Storage:

SERVICE OF FOOD -- CAFETERIA LINE:

Quantity	Food Item	Price

CHEF SALAD PROCEDURE CHART

1. BOIL EGGS -- 1 Egg per Salad

2. WASH LETTUCE and PAT DRY with paper toweling placed on a tray -- 5 Salads 4 heads lettuce.

3. ARRANGE 2 or 3 LARGE LETTUCE LEAVES to cover the bottom of the plate for the base of the salad.

4. TEAR LETTUCE INTO BITE SIZE PIECES and arrange torn lettuce on top of lettuce leaves for the body of the salad.

5. CUT CORE FROM TOMATO and WEDGE TOMATO INTO 6 PIECES.

   Place 3 wedges on each plate.

6. CUT JULIENNE STRIPS OF HAM.

   Weigh each portion on scale; 1-1/2 oz. per plate.

   Place julienne strips in the center of the salad on top of the torn lettuce.

7. CUT JULIENNE STRIPS OF CHEESE.

   Weigh each portion on scale; 1-1/2 oz. per plate.

   Place julienne strips on top of the torn lettuce, next to the ham.

8. PEEL EGGS AND SLICE IN HALF LENGTHWISE.

   Sprinkle a dash of Paprika on each egg half.

   Place 2 egg halves on salad according to diagram.

9. WASH PARSLEY AND CUT STEMS OFF.

   Place a sprig of parsley on each side of plate.

10. Cover plates with Saran-Wrap and place in the Serving Refrigerator.

EQUIPMENT NEEDED

1 French Knife

1 Serrated Utility Knife

2 Cutting Boards

1 Portion Scale

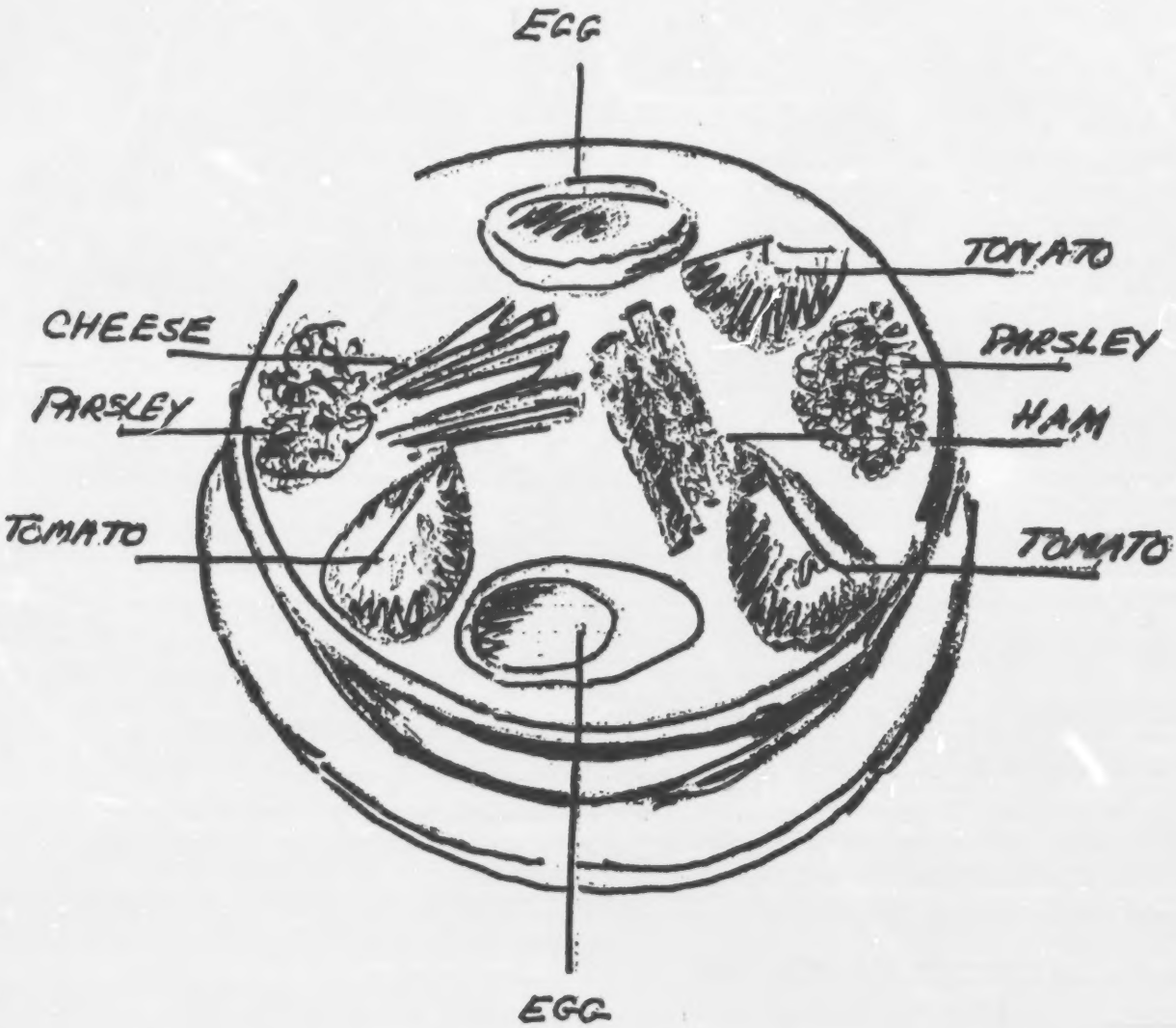
1 Sauce Pan w/ Lid

1 Serving Tray

Paper Toweling

Saran Wrap

8" Round Paper Plates


EGG
TOMATO
CHEESE
PARSLEY
PARSLEY
HAM
TOMATO
TOMATO
EGG

UNBAKED PEANUT BUTTER COOKIES

Ingredients	Quantity	Method
Sugar White corn syrup	1 cup 1 cup	Combine sugar and syrup; boil 1 minute.
Peanut Butter	2 cups	Add peanut butter to above mixture & Stir.
Special K cereal	4 cups	Add Special K & mix well. Drop from a teaspoon onto waxed paper.

The two recipe cards pictured are examples from DECIDE food services recipe files. The format is uniform, with the addition of pictures of measuring devices in the bottom one to assist students with reading disabilities or low reading levels.

VEGETABLE SOUP

INGREDIENTS	QUANTITY	METHOD
BOUILLON CUBES HOT WATER	4 CUBES 4 cups	Dissolve bouillon cubes in hot water.
WATER CANNED TOMATOES CHOPPED CELERY SLICED ONIONS SALT BAY LEAVES	4 1/2 cups 3 [1 pound-13 ounce] cans 1 1/2 cups 3 large 3 tsp. 3 leaves	Put all ingredients in a pot with the bouillon and water. Set on range. Boil for 45 minutes. Place in refrigerator Containers and refrigerate.

HOUSEHOLD SKILLS

Strategies

The Household Skills section of DECIDE produces goods and services related to the broad cluster of income producing Home Economics. These include arts and crafts, sewing, laundry, and other related skills. The employees (students) are exposed to each of these subcomponents during their stay in this area. Orders for specific products come from the Business Department.

The manager explains, in an overview session at the beginning of each cycle, the various machines, equipment, and materials in the Household area. Employees (students) are given worksheets which outline the necessary steps to complete any of the several products to be produced. The orders are posted on the jobs board and selected by students on a basis of their interest. Once a job is chosen, the employee proceeds with the work and receives individual instruction on any aspect as needed. It is the employee's responsibility to complete an entire project from beginning to end and to produce a quality product.

The manager continuously monitors each employee's progress, difficulties, and instructional needs. Work assignments are adjusted on the basis of student ability and there is a sequence of "least difficult" to "most difficult" projects in each job area. An example would be: a student selecting a macrame project for the first time would receive one of the more basic patterns; those who have a particular interest and skill in macrame would be assigned a more advanced project.

Projects come from a variety of craft and service-type occupational areas, providing excellent carry-over skills for self sufficiency and leisure activity, as well as a good feel for homemaking service jobs. The work environment also accommodates a wide variety of skill levels. Working the job through, as contrasted with the production-line methodology, relieves employees from production pressure without sacrificing the quality of the work experience.

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills
- 1.5.00 Employ Useful Interpersonal Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.2.00 Plan Work
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities

3.0.00 Make Career Decisions

- 3.3.00 Know Entry Level and Other Requirements for Selected Careers of Interest
- 3.5.00 Use Information Sources for Solving Career Decision-Making

4.0.00 Demonstrate Improved Career Capabilities

- 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas
- 4.2.00 Participate in a Realistic Work Situation in Home, School, or Community
- 4.5.00 Use Leisure Time for Self Enrichment

5.0.00 Implement Career Plans

- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.4.00 Value Conservation of Human and Natural Resources in Accomplishing Work
- 6.6.00 Demonstrate Commitment to Fair and Equal Treatment of Women and Minorities

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185D

INDUSTRIAL PROCESSES
Wood
Production Strategies

The purpose of the wood production area of DECIDE is to provide for student work exploration, individual personal-social development, academic skill training, and perceptual-motor practice within the structured context of producing saleable products for the enterprise. The production of saleable goods is the means for training students in basic work habits and values. The work area is divided into sequenced stations, each reflecting a portion of the total production process for the item being made. Work stations are identified with visual cues and each work task is adapted with the necessary prompts so that all students can achieve a level of success. Each work station and saleable product developed is structured so as to obtain as many educational outcomes as is possible.

Students in wood production participate in all phases of the production process, acquiring an understanding of the concept of mass production of saleable goods and how it relates to the many phases of a business enterprise. A rotating station procedure, with associated maintenance duties, allows students to participate in the production process from the initial gathering of raw materials to the final delivery of finished products. Student work habits, behaviors, and participation in the production process are recorded on visual wall charts. Students earn points for responsible participation which can be redeemed for stocks issued in the business section. Students learn the relationships between good work habits, high quality production work, and rewards (increased stock values).

The teacher serves as a learning manager, assisting students as they carry out the operations of the work production area. Students participate freely, suggesting ideas for new products and more efficient means of manufacturing these products.

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.3.00 Use Basic Motor Skills
- 1.4.00 Demonstrate Useful Information Processing and Decision Making Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities
- 2.4.00 Adapt to Varied Work Conditions

3.0.00 Make Career Decisions

- 3.1.00 Associate Own Abilities, Limitations, Interests, and Values with Successful Career Decisions
- 3.4.00 Relate Personal Characteristics to Occupational Requirements

4.0.00 Demonstrate Improved Career Capabilities

- 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas
- 4.2.00 Participate in a Realistic Work Situation in Home, School, or Community (Production Line)

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.4.00 Value Conservation of Human and Natural Resources in Accomplishing Work
- 6.5.00 Value Work in Terms of Societal and Intercultural Goals

INDUSTRIAL PROCESSES

Graphic Arts

Production Strategies

The purpose of the graphics production area of program DECIDE is to provide for employee (student) work exploration, applied academic practice, and perceptual-motor experience within a production setting, to fill ing orders for the enterprise. The completion of orders for printing materials serves as a means for employees to develop good work habits, practice letter identification and measurement skills, and participate in fine motor coordination activities. Each employee takes an order through all stages of the production process to the final delivery of a finished product. The production process is broken into sequential steps of similar complexity level, allowing a student the satisfaction of initially beginning with an abstract task and proceeding toward the completion of a concrete product that is achievable for even low level functioning students. If a student has difficulty with a basic task, the learning manager may assist with the task step or the student may be sent to the training center to receive production related instruction in academic or motor skills.

Students' work habits, behavior, and participation in the production process are recorded on wall charts. Students earn points for responsible participation and quality production which can be redeemed for stocks issued in the business section. Students understand the relationships between good work habits, high quality production work, and the rewards (of increased stock values). The atmosphere is a relaxed setting in which each student works at his own level and pace.

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills
- 1.4.00 Demonstrate Useful Information Processing and Decision Making Skills
- 1.5.00 Employ Useful Interpersonal Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.2.00 Plan Work
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities

3.0.00 Make Career Decisions

- 3.1.00 Associate Own Abilities, Limitations, Interests, and Values with Successful Career Decisions
- 3.4.00 Relate Personal Characteristics to Occupational Requirements

4.0.00 Demonstrate Improved Career Capabilities

- 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas
- 4.2.00 Participate in a Realistic Work Production Situation in Home, School, or Community

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.4.00 Value Conservation of Human and Natural Resources in Accomplishing Work
- 6.5.00 Value Work in Terms of Societal and Intercultural Goals

HORTICULTURE
Production Strategies

The horitculture area of the DECIDE program consists of several diverse production and maintenance work activities. Both task areas provide students with career exploration experience, applied academic practice, and understandings of the total development process of plant growth. The various work areas, with differing maintenance and production patterns, require a high level of independent, responsible behavior on the part of students and a high level of task structuring on the part of the learning manager. Structured work stations are sequenced for the production phases; then maintenance schedules are established for products and equipment as the plants develop to a saleable stage. Work stations are structured at different skill levels with students making decisions as to which station they prefer, such as record keeping, plant watering, and tool care. If a student has difficulty with a basic task, the learning manager may assist with the task, or the student may be sent to the training center to receive task related reinforcement in academic or motor skills.

Student work habits, behaviors, and participation in the production and maintenance processes are recorded on wall charts. Students earn points for participation and quality production which can be redeemed for stocks issued in the business section. Students understand the relationships among good work habits, high quality maintenance and production, healthy products and the rewards (increased stock values, etc.).

The teacher serves as a learning manager, assisting and participating with students as they carry out the operation of the work area. As the weather improves, the horticulture area will expand and involve outdoor tasks such as landscaping and gardening.

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.3.00 Use Basic Motor Skills
- 1.4.00 Demonstrate Useful Information Processing and Decision Making Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.2.00 Plan Work
- 2.4.00 Adapt to Varied Work Conditions

3.0.00 Make Career Decisions

- 3.3.00 Know Entry Level and Other Requirements for Selected Careers of Interest

4.0.00 Demonstrate Improved Career Capabilities

- 4.1.00 Demonstrate Entry-Level Saleable Skills in One or More Areas
- 4.2.00 Participate in a Realistic Work Situation in Home, School, Industry, or Community

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.4.00 Value Conservation of Human and Natural Resources in Accomplishing Work
- 6.5.00 Value Work in Terms of Societal and Intercultural Goals
- 6.6.00 Demonstrate Commitment to Fair and Equal Treatment of Women and Minorities

PERSONAL APPEARANCE UNIT

The personal appearance unit's major objective is concerned with helping each employee acquire personal development and grooming skills for participation as a successful worker. Students also gain the opportunity to work and explore careers in the personal service cluster. This unit is concerned with many of the major DODDS' career development objectives, such as learning skills useful in the world of work, gaining practice in developing effective work habits and demonstrating positive attitudes and values toward work.

The basic operation is not unlike a commercial beauty salon. The major basis for student evaluation is on customer satisfaction and the job done efficiently. This unit operates on a referral and volunteer system basis and performs basic cosmetology operations (shampoos, manicures, cosmetics, etc.). Training in care of teeth is offered as well as guidance in the coordination of clothing. The unit has about 10-12 customers per day; employees work on each other and also perform a cleanliness check each morning for the Food Service personnel. All work is on an appointment basis. Customers not only come from DECIDE personnel but from students in other parts of the school building. The first hour of each session is spent on individual employee personnl grooming and instruction; the second hour on customer services. Employees must record all transactions, and are evaluated based on services performed. Peers monitor the quality of work.

Inventory, shop clean-up, and other basic operations are performec by the student employees.

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills
- 1.5.00 Employ Useful Interpersonal Skills

2.0.00 Practice Effective Work Habits

- 2.1.00 Assume Responsibility for Own Behavior
- 2.2.00 Plan Work
- 2.3.00 Use Initiative and Ingenuity to Fulfill Responsibilities
- 2.4.00 Adapt to Varied Work Conditions
- 2.5.00 Maintain Good Health and Grooming

3.0.00 Make Career Decisions

4.0.00 Demonstrate Improved Career Capabilities

- 4.2.00 Participate in a Realistic Work Situation in Home, School, or Community

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.1.00 Recognize the Basis of Various Attitudes Toward Work
- 6.2.00 Hold Competence and Excellence in High Regard
- 6.3.00 Seek Personal Fulfillment Through Own Achievements
- 6.5.00 Value Work in Terms of Societal and Intercultural Goals
- 6.6.00 Demonstrate Commitment to Fair and Equal Treatment of Women and Minorities

TRAINING CENTER
Strategies

The concept of the Training Center in DECIDE is to provide a place for supplemental educational activities which is removed from the production activities. Additionally, the Training Center is the student records bank for all special education records. The center represents a contact point with feeder schools for the purpose of coordinating home/school learning activities with DECIDE activities involving specific individual students.

The content for the supplemental learning activities of the Training Center is derived directly from the production performance specifications. Measuring liquids and dry goods, computing board feet, making change, and sight vocabulary are examples of things students learn in the center using the same materials as the production setting but without the pressure of production. The method is generally diagnostic-prescriptive; training is individualized or in small groups.

The students involved in the Training Center are referred on a basis of need for supplemental help in order to satisfactorily perform in the DECIDE project. Their learning problems are diagnosed by the teachers and a program of skill development is initiated within the Training Center or in the production area. The important aspect of this individualized supplemental approach is the keeping of timely, accurate records of the students' progress. These provide the essential information relative to academic progress which enables the school system to better coordinate the sequence of learning activities (examples follow).

The Training Center at DECIDE is staffed by an aide who is a certified teacher, and provides services as needed on an individual basis. The initial emphasis on production activity created a need for supplemental academic help. In other settings this supplemental help could be delivered by learning development specialists and/or teachers, provided the diagnosis came from program managers and a tight system of record keeping was established.

OBJECTIVES OF PROJECT DECIDE (CAREER EDUCATION OBJECTIVES)

1.0.00 Demonstrate Skills Generally Useful in the World of Work

- 1.1.00 Use Basic Numerical Skills
- 1.2.00 Use Basic Communications Skills
- 1.3.00 Use Basic Motor Skills

2.0.00 Practice Effective Work Habits

3.0.00 Make Career Decisions

4.0.00 Demonstrate Improved Career Capabilities

5.0.00 Implement Career Plans

6.0.00 Demonstrate Positive Attitudes and Values Toward Work

- 6.2.00 Hold Competence and Excellence in High Regard

Janet Joy
Business

Times for
Training Center:

MONDAY 10:15-10:30
TUESDAY
WEDNESDAY 10:15-10:30
THURSDAY
FRIDAY

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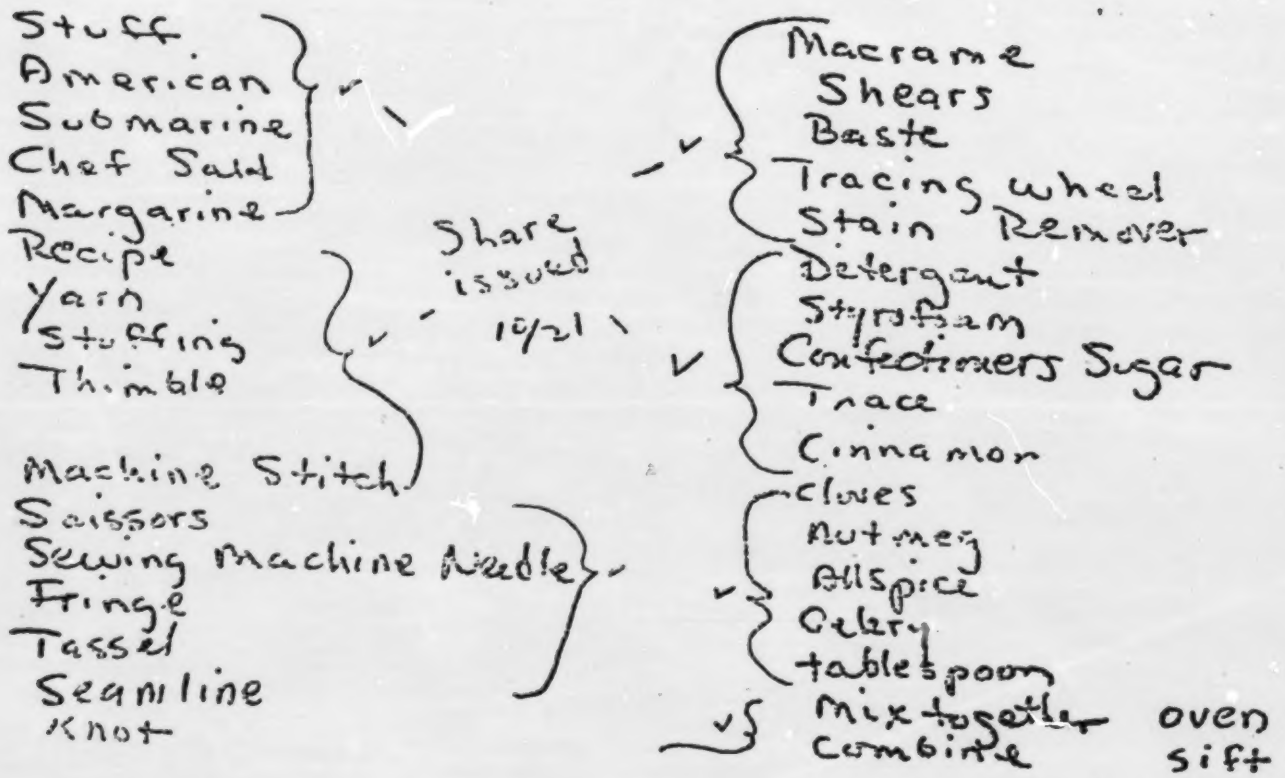
Janet Joy Word Card I



Janet Joy WordCard II

Refrigerator
Freezer
Flowers
Shredder
Limbs
Roots
Soil
Trowel
Branches
Nodes
Agriculture
Disease
Healthy
Moist
Temperature

Share issued 1/16

Joy, Janet

DJHS

Home School Schedule:

Subject	Period	Teacher
Reading	5	Anderson
Math	6	Smith
English	7	Fülbeir

Decide:

Date	Area
3-9-~~77~~	Food Service
3-10-~~77~~	Household Skills
14-11-~~77~~	Agriculture
9-1-78	Personal Appearance
7-2-78	Business

/ PROJECT DECIDE /

Darmstadt Enterprises for Career and Individual Development

Career Exploration Program
Darmstadt Career Center
Department of Defense Dependents Schools, European Area

INSTRUCTIONAL OBJECTIVES FOR EXCEPTIONAL STUDENTS

Student Name: Jay, Janet

Date of Birth: 1 August 1964

School: Darmstadt Jr. High

Grade Level: 7

Date of Entry: September '77

Date of Exit: _____

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DECIDE

The Career Exploration Section at the Berrendo Career Center provides a business/educational environment within which students have the opportunity to explore the world of work through active participation in a functioning business enterprise.
DECIDE generates goods and services in four major areas: Human Ecology, Industrial Processes, Agriculture/Horticulture, and Business Management. The primary functions of students relate to participation as workers and personal, social and academic skills development as these skills relate to their work positions.
Staff functions include the management of viable components of the business, assessment of individual student needs, and assignment of students to tasks appropriate to their assessed needs.

This booklet contains a listing of the objectives which serve as the educational framework of DECIDE.
The individual growth of each student is measured in reference to these ability statements.

PERSONAL, SOCIAL, AND CAREER DEVELOPMENT SKILLS

EVALUATION
Low High

1. Demonstrates a capacity to share with others. 1 2 3 4 5
   Selfish!
2. Recognizes and practices good manners. 1 2 3 4 5
   when to eat, to
3. Recognizes the need for rules in a work situation. 1 2 3 4 5
4. Practices self control on the job. 1 2 3 4 5
5. Can accept and follow directions. 1 2 3 4 5
6. Can work cooperatively with others. 1 2 3 4 5
7. Can lead others in completing a task. 1 2 3 4 5
8. Is realistically aware of his skills and talents. 1 2 3 4 5
9. Can make decisions and accept responsibility for his/her decisions. 1 2 3 4 5
   No!

RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS

1. Is able to follow a set of spoken directions. 1 2 3 4 5
2. Can give directions vocally. 1 2 3 4 5
3. Can receive telephonic messages. 1 2 3 4 5
4. Can initiate telephonic messages. 1 2 3 4 5
5. Can initiate verbal communication essential to a work task (take customer orders, receive visitors, explain procedures, etc.) 1 2 3 4 5

Red = Homemaking Skills 209
Blue = Food Service
Orange = Agriculture
Purple = Personal Appearance

READING SKILLS	EVALUATION Low High
1. Can recognize all letters of the alphabet.	1 2 3 4 5
2. Can read the basic word list.	1 2 3 4 5
3. Can read the names of the months.	1 2 3 4 5
4. Can read the names of the days of the week.	1 2 3 4 5
5. Can read the names of the numbers from one to one hundred, plus thousand.	1 2 3 4 5
6. Can read the following: own address, parent's names, telephone number, own name.	1 2 3 4 5
7. Can read the names of objects common to the Human Ecology sector(s).	1 2 3 4 5
8. Can read the names of objects common to the Business Management sector.	1 2 3 4 5
9. Can read the names of objects common to the Industrial Processes sector(s).	1 2 3 4 5
10. Can read the names of objects common to the Agriculture/Horticulture sector.	1 2 3 4 5

HANDWRITING AND SPELLING SKILLS	
1.Can write all the upper and lower case letters.	1 2 3 4 5
2. Can write and spell the names of the days of the week.	1 2 3 4 5
3. Can write and spell the names of the months.	1 2 3 4 5
4. Can write and spell the names of the numbers one to one hundred, plus thousand.	1 2 3 4 5
5. can write a complete sentence using basic words.	1 2 3 4 5
6. Can write a simple letter and address an envelope.	1 2 3 4 5
7. Can complete basic business and order forms.	1 2 3 4 5

EVALUATION
Low High

DICTIONARY SKILLS

1. Can sequence letters alphabetically. 1 2 3 4 5

2. Can sequence words alphabetically. 1 2 3 4 5

3. Can locate words in a dictionary. 1 2 3 4 5

4. Can use the dictionary to determine the correct way to spell a word. 1 2 3 4 5

MATHEMATICS

Numeration:

1. Can write from memory the numerals 1 to 100. 1 2 3 4 5

2. Can read key number words: one to one hundred plus thousand. 1 2 3 4 5
(see also Reading Objectives list)

Addition:

1. Can add sets of one through nine. 1 2 3 4 5

2. Can add two digit numbers without carrying. 1 2 3 4 5

3. Can add two digit numbers requiring carrying. 1 2 3 4 5

4. Can add a three digit numeral and a two digit numeral. 1 2 3 4 5

5. can add two three digit numerals. 1 2 3 4 5

Subtraction:

1. Can subtract sets one through nine. 1 2 3 4 5

2. Can subtract a one digit number from a two digit number without borrowing required. 1 2 3 4 5

3. Can subtract a one digit number from a two digit number with borrowing required. 1 2 3 4 5

4. Can subtract a two digit number from a two digit number. 1 2 3 4 5

Multiplication:

1. Can multiply using one digit in the multiplier and two in the multiplicand. 1 2 3 4 5

	EVALUATION Low High
Division:	
1. Can divide with two digits in the dividend and one digit in the divisor.	1 2 3 4 5
Fractions:	
1. can recognize one whole.	1 2 3 4 5
2. Can recognize one half.	1 2 3 4 5
3. Can recognize one fourth, two fourths, three fourths.	1 2 3 4 5
4. Can recognize one third, two thirds.	1 2 3 4 5
Decimals:	
1. Can write tenths in decimal notation.	1 2 3 4 5
2. Can write hundredths in decimal notation.	1 2 3 4 5
MONEY	
1. Can match dime with its equivalent coins.	1 2 3 4 5
2. Can match quarter with its equivalent coins.	1 2 3 4 5
3. Can match dollar with its equivalent coins.	1 2 3 4 5
4. Can make correct change using U.S. coins and bills.	1 2 3 4 5
5. Can recognize money amounts in written form.	1 2 3 4 5
6. Can recognize money amounts in numerical form.	1 2 3 4 5

MEASUREMENT	EVALUATION Low High
Time and Distance:	
1. Can read hours and minutes from a clock.	1 2 3 4 5
2. Can correctly use a calender.	1 2 3 4 5
3. Can follow a simple map.	1 2 3 4 5
4. Can interpret a simple diagram.	1 2 3 4 5
Length:	
1. Can measure the length of an object in whole inches.	1 2 3 4 5
2. Can measure the length of an object in whole centimeters.	1 2 3 4 5
3. Can measure the length of an object in whole feet.	1 2 3 4 5
4. Can measure the length of an object in whole yards.	1 2 3 4 5
5. Can measure the length of an object in whole meters.	1 2 3 4 5
6. Can measure to one half inch precision.	1 2 3 4 5
7. Can measure to one quarter inch precision.	1 2 3 4 5
Volume and Weight:	
1.Can measure using teaspoons and 1/2 teaspoons.	1 2 3 4 5
2. Can measure using tablespoons and 1/2 tablespoons.	1 2 3 4 5
3. Can measure using cups and 1/2 cups.	1 2 3 4 5
4. Can measure using pounds.	1 2 3 4 5
5. Can measure using ounces.	1 2 3 4 5
6. Can recognize that 2 pints equal 1 quart.	1 2 3 4 5
7. Can recognize that 4 quarts equal 1 gallon.	1 2 3 4 5

INTAKE INFORMATION FOR EXCEPTIONAL STUDENTS
AT

Darmstadt Career Center

NAME: Joy, Janet SCHOOL: Darmstadt Jr. High

GRADE: 7 BIRTHDATE: 1 Aug 64 HOME PHONE: 62632

FATHER'S NAME: Earl Joy DUTY PHONE: DM 7184
(Mother works)

MEDICAL INFORMATION: (Determined through parent interview and medical records.)

Glasses:: Yes ___ No X

Medication: No

Hearing Devices; No

Physical Handicap No

Other: ✓

Diabetes: No

Epilepsy No

Allergies: dust

Special Diet No

EXPLAIN: _____

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CHECK AS APPROPRIATE:

- [X] Parent referral without records:
  - [X] Permission for assessment and placement is on file.
  - [X] Student course schedule enclosed.
  - [X] Formal Assessment begun 24 August 1977
    To be completed by: _____
- [ ] Parent referral with supporting documents:
  - [ ] Permission for assessment and placement is on file.
  - [ ] Student course schedule enclosed.
  - [ ] Program review date: _____
- [ ] Referral from staff or community personnel:
  - [ ] Permission for assessment and placement is on file.
  - [ ] Formal assessment is completed and educational plan enclosed.
  - [ ] Student course schedule enclosed.
  - [ ] Projected review date: _____

Counselor: J. Rebstock

Date: 30 August, 77

Note: Please send this information to DCC with the student at ;east one day prior to sending the new student.

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